



Summit Public School: Denali

Countywide Benefit Charter Petition

Submitted to the Santa Clara County Board of Education
August 24, 2012

TABLE OF CONTENTS

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS.....	4
AFFIRMATIONS / ASSURANCES.....	5
INTRODUCTION.....	8
COUNTYWIDE CHARTER SCHOOLS AND ITS BENEFITS.....	9
FOUNDING GROUP.....	14
ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM	24
ELEMENT B: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA.....	43
ELEMENT C: METHODS OF MEASUREMENT.....	45
ELEMENT D: FACILITIES.....	48
ELEMENT E: GOVERNANCE STRUCTURE.....	49
ELEMENT F: QUALIFICATIONS OF SCHOOL EMPLOYEES.....	54
ELEMENT G: HEALTH AND SAFETY PROCEDURES.....	52
ELEMENT H: RACIAL AND ETHNIC BALANCE.....	61
ELEMENT I: FINANCIAL AUDITS	62
ELEMENT J: SUSPENSION / EXPULSION PROCEDURES.....	63
ELEMENT K: COMPENSATION AND BENEFITS.....	64
ELEMENT L: DISPUTE RESOLUTION.....	65
ELEMENT M: PUBLIC SCHOOL EMPLOYER.....	66
ELEMENT N: ADMISSION REQUIREMENTS.....	67
ELEMENT O: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	71
ELEMENT P: RIGHTS OF COUNTY EMPLOYEES.....	72
ELEMENT Q: CLOSURE PROTOCOL.....	67
FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY.....	73
IMPACT ON THE CHARTER AUTHORIZER.....	77
CONCLUSION.....	78
APPENDICES	
a. 101 Corridor Data	
b. Proposed Bell Schedule	

- c. Sample School Calendar
 - d. PLP Templates
 - e. Narrative Description of a Typical Day for a Student
 - f. EPHS Parent and Student Handbook
 - g. Vertical Plans for Subject Areas
 - h. Century Foundation Report
 - i. Summary of Typical Support Systems
 - j. Intervention Template
 - k. Anticipated Timeline for Application to and Membership in SELPA
 - l. 504 Board Policy, 504 Procedures, and 504 Parent Rights
 - m. Summit Public Schools API Summary
 - n. Articles of Incorporation and Approved Bylaws of Summit Public Schools
 - o. Summit Public Schools Conflict of Interest Code
 - p. EPHS Parent Organization
 - q. Summit Public Schools Teacher Info
 - r. Role of The Summit Public Schools Educator
 - s. Employee Handbook
 - t. Personalized Educator Plan (“PEP”) Template
 - u. Summit Public Schools EPHS Health and Safety Policies
 - v. Policy Against Sexual Harassment and Policy Against Sexual Abuse
 - w. Recruitment Plan
 - x. Sample application packet
 - y. Suspension and Expulsion Policy
 - z. Multi-Year Financials and Budget Narrative
 - aa. Summit Public Schools Fiscal Control Policies and Procedures
 - bb. Summit Public Schools EPHS Insurance Coverage
 - cc. Year 1 Facility Plan and Needs
 - dd. Notification Letters and Written Assurance of Delivery
- Parent Signature Pages Teacher Signature Pages

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

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)

We plan to accomplish these goals with a unique academic program and environment developed and honed over the organization's 10 year history. Details of this program and environment are articulated throughout this charter.

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

As the authorized lead petitioner, I, Diane Tavenner, hereby certify that the information submitted in this petition for a California public countywide benefit charter school to be named Summit Public School: Denali (“SPS: Denali” or the “Charter School”), submitted to the Santa Clara County Board of Education (“SCCBE”) and the Santa Clara County Office of Education (“SCCOE”) (collectively the “County”) is true to the best of my knowledge and belief; I also certify that this petition 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 Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605.6(d)(1)]
- Summit Public Schools will be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. California Education Code §47605.6(b)(5)(M)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code §47605.6(e)(1)]
- The Charter School will not charge tuition. [Ref. California Education Code §47605.6(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605.6(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605.6(e)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605.6(e)(2)(C). [Ref. California Education Code §47605.6(e)(2)(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605.6(e)(1)]
- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement

Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.

- The Charter School 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)]
- The Charter School will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. [Ref. California Education Code §47605.6(l)]
- The Charter School will at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605.6(d)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.

- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall provide written notice of the approval of the charter petition by SCCBE, including a copy of the charter petition, to the school districts within the County, the Superintendent of Public Instruction, and to the State Board of Education. [Ref. California Education Code Section 47605.6(j)]

Diane Tavenner
CEO, Summit Public Schools
Petitioner for Summit Public School: Denali

Date

INTRODUCTION

Santa Clara County is one of the most diverse counties in the state, spanning close to fifty miles from Gilroy to Palo Alto. It is home to dozens of schools that serve small towns, big cities and Silicon Valley communities. Santa Clara County's effort to eliminate the achievement gap by 2020 – known as SJ/SV 2020 – matches seamlessly with Summit Public Schools' goal to ensure that 80% of students enrolled in all of its schools graduate college ready – known as the College Ready Corridor – throughout Silicon Valley by 2020.

Leaders from Summit Public Schools founded Summit Preparatory Charter High School ("SPCHS"), Everest Public High School ("EPHS"), Summit Public School: Rainier and Summit Public School: Tahoma. 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 schools have been academically successful: SPCHS's 2011 base API score was 853; EPHS's 2011 base API score was 829 and SPS: Tahoma and SPS: Rainier operated their first years in 2011-2012. SPCHS is the only one of our four schools that has graduating classes. 100% of SPCHS graduates meet or exceed A-G requirements, and 96% are accepted to at least one four year college. All Summit Public Schools are 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.

Summit Public Schools admires and honors the work done in Santa Clara County and is excited to add another Summit school option to the county after opening two schools in East San Jose in 2011. In the process of developing this charter petition, the petitioners held meetings with local families and community leaders in the County, conducted research around the need for a charter school option in the northern part of the district and collected signatures from families "meaningfully interested" in sending a child to a school like ours. After this round of conversations, and analysis of the collaborative relationship between our existing schools, Summit Public Schools proposes opening a 6th – 12th grade school in the northern part of Santa Clara County along the 101 corridor. This Charter School will take all we have learned from our previous schools and will continue to iterate on the model based on work we're doing in our Redwood City schools and in our San Jose schools.

Therefore, this group of petitioners respectfully submits a charter petition for a new school named Summit Public School: Denali for the County's consideration.

We are eager and excited to contribute to the County's admirable vision to close the achievement gap and we believe locating a middle and high school option along the 101 corridor in the northern part of the district will go a long way toward that effort.

Thank you for your consideration.

The Petitioners for Summit Public School: Denali

County Wide Benefits

Governing Law: A county board of education may only approve a countywide charter if it finds, in addition to the other requirements of this section, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county. Education Code Section 47605.6(a)(1)

Governing Law: A county board of education may grant a charter for the operation of a school under this part only if the board is satisfied that granting the charter is consistent with sound educational practice and that the charter school has reasonable justification for why it could not be established by petition to a school district pursuant to Section 47605. Education Code Section 47605.6(b)

Santa Clara County Guidelines:

A. Summit Public School: Denali Shall Offer Educational Services to a Student Population That Will Benefit from Those Services. Education Code Section 47605.6(a)(1).

B. The Summit Public School: Denali Charter is Consistent with Sound Educational Practice. Education Code Section 47605.6(b).

C. The Educational Services Provided by Summit Public School: Denali Cannot be Provided as Well by Operating in Only One School District in the County; and Summit Public School: Denali Has Reasonable Justification for Why it Cannot Be Established by a Petition to a School District. Education Code sections 47605.6(a)(1) and 47605.6(b).

Purpose

The following section is intended to satisfy both the requirements of Education Code Section 47605.6 and the *Guidelines Regarding Consideration of Countywide Charter Petitions*, as adopted by the Santa Clara County Board of Education on October 19, 2011.

Overview

In 2011 Summit Public Schools opened two new high schools in East San Jose, which is in the heart of Santa Clara County. Both of these charter petitions were brought to the East Side Union High School District after strong parent demand actively recruited Summit there and extensive internal research showed the existence of students of need in a heterogeneous region. At the same time the Santa Clara County Board of Education created SJ/SV 2020, the bold initiative to close the achievement gap in Santa Clara County by 2020. While this initiative had its roots in San Jose, the County Board recognized that the achievement gap needs to be addressed in every school district throughout the county.

The northern portions of Santa Clara County – Palo Alto, Mountain View and Sunnyvale – have schools that are generally achieving higher test scores than in East San Jose. Nevertheless, there are still a number of students who live in the northern communities who are underperforming. The achievement gap in this area is quite large between traditional comparison groups – between students of color and their white peers, between English learners and native English speaking students, and between socio-economically disadvantaged students and their non-disadvantaged peers. What is more, many of these

underperforming students in the northern portions of Santa Clara County are congregated in the area along Highway 101 in these three communities (herein called the “101 corridor”).

Just as the students of East San Jose deserved additional public school options, families along the 101 corridor deserve additional public school options. Bringing our proven school model – based on sound educational practice and years of demonstrable success and growth – to this region will help meet the needs of these students and help to close the achievement gap across the County, as part of the work of SJ/SV 2020.

Yet, as we’ll explain in more detail below, there are limitations that restrict us from applying to any one district in the northern part of the County to meet these students’ needs. To best meet these students’ needs and address the larger goal of closing the achievement gap, we are therefore applying directly for a Countywide Benefit Charter from the Santa Clara County Board of Education.

Students of Need

According to the California Department of Education (Dataquest), schools in the 101 corridor are strongly outperformed by schools not along the 101 corridor in the three northern districts of Santa Clara County. Dataquest also shows that Hispanic or Latino students, English Learners, and socio-economically disadvantaged students score far below the district base API along the 101 corridor. Lastly, Dataquest shows that traditionally underserved populations are performing worse along the 101 corridor as compared to not along the 101 corridor in the same districts. All relevant data can be seen in **Appendix A**.

These students of need are underperforming in schools and are thus limited in their choices beyond high school. While API scores are one measure of this achievement gap, we believe the most important achievement gap in California’s public high schools today is the gap between those who graduate prepared for college and between those who do not. A hugely disproportionate percentage of students of need either do not graduate high school or graduate high school without even the most basic classes needed to apply to a 4-year college (UC/CSU A-G requirements), as shown in the chart below.

	Percent of graduates meeting UC/CSU requirements	
	All students	Hispanic/Latino
Mountain View – Los Altos HSD	69.2	30.8
Fremont Union HSD	71.6	31.5
Palo Alto Unified SD	78.4	44.1
Summit Preparatory Charter HS	100.0	100.0

2010-2011, DataQuest, Retrieved Aug 15 2012

The educational program of SPS: Denali is oriented toward preparing 100% of students for entrance into, and success in, a 4-year college. We are committed to addressing both the API achievement gap, as well as the college-ready achievement gap in the northern part of Santa Clara County.

Record of Success in Serving Students of Need

The four existing schools in Summit Public Schools' network – Summit Preparatory Charter High School, Everest Public High School, Summit Public School: Rainier and Summit Public School: Tahoma – have a record of success meeting the needs of a diverse student population, both in regards to API scores and in regards to college preparedness. With a student population that reflects the Sequoia Union High School District, SPCHS has closed the API achievement gap by more than 100 points compared to District scores according to Dataquest records. While closing the API achievement gap is important – and the fact that one still exists at our schools is a point of focus – we recognize that students' success in life will be determined more by their ability to gain acceptance to, and to succeed in, a 4-year college.

As such, we are most proud of the work we are doing with students of need with regards to college. As the chart above highlights, 100% of students from SPCHS have graduated A-G eligible, allowing them to apply to a 4-year college and 100% of students at EPHS, SPS: Rainier and SPS: Tahoma are on path to graduate having exceeded the A-G eligibility requirements. What is more, 96% of SPCHS graduates over the last 6 years have been accepted into at least one 4-year college.

Countywide Benefit Charter

Summit Public Schools' model will meet the needs of the underperforming students along the 101 corridor, thus helping to close the achievement gap in Santa Clara County. Yet, legal requirements in the Charter Schools Act for an admissions preference for district residents (Education Code Section 47605(d)(2)(B)) restrict us from submitting a charter petition to any one district in the northern part of the County if we intend to meaningfully serve students along the 101 corridor. A district charter would not allow us to meet these underprepared students' needs as effectively as we aim to because of the distribution of students of the highest need within each individual school district. Our experience has shown that the required admissions preference for district residents results in underprepared students who live in neighboring school districts facing a very low likelihood of admission through a lottery process that gives preference to district residents. The chart below shows that a preference for in district students alone would not effectively target enough underprepared students.

Unlike a charter petition submitted to a school district, though, charter petitions for countywide benefit charter schools must give an admissions preference for residents of the county (Education Code Section 47605.6(e)(2)(B)). This much broader admissions preference will allow our targeted recruiting to have a higher likelihood of yielding admission for the students along the 101 corridor. Without the restriction of an admissions preference for a single school district, students of all districts will be given an equal chance at admission to SPS: Denali.

The lottery preference for in-district students created by Education Code section 47605(d)(2)(B) would mean that a district-sponsored charter would most certainly look more like one of the three school districts and less like the county. A countywide benefit charter, on the other hand, would provide a lottery preference for anyone in the county and would further bolster the chance of creating a school that more closely reflects the 101 corridor, which matches the County demographics and more closely aligns with the goals of SJ/SV 2020.

Group	Santa Clara County	Northern SCC - 101 Corridor	Palo Alto Unified	Mountain View Los Altos	Fremont Union
Black or African-American	3%	3%	2.5%	2%	1%
American Indian or Alaska Native	0.5%	0.5%	0.5%	0.5%	0.5%
Asian	27%	18%	33%	20%	54%
Filipino	5%	6%	0.5%	3%	3%
Hispanic or Latino	38%	44%	11%	23%	15%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.5%	0.5%	0.5%
White	23%	23%	46%	49%	24%
Two or more races	2%	4%	5%	2%	2%
Free or Reduced-Price Lunch	38%	41%	10%	20%	16%
English Learners	22%	34%	14%	15%	17%
Students with Disabilities	9%	11%	11%	11%	7%

Further, our current rates of recruiting and enrolling students in our schools would not justify opening a Summit school in any one of these three districts and therefore necessitates a countywide benefit charter. Based on our experience of operating four existing Summit schools, we can expect 16% of students from any given district to apply for a spot in the school. Of those accepted, our years of experience show that we can expect 58% of accepted students to enroll in the school. The chart on the next page shows that the Hispanic or Latino group of rising 6th graders for each of the three districts along the northern portion of the district would lead to expected Latino student populations of 9, 22 or 32 out of 100 if a district charter were granted for *only* Palo Alto, Mountain View, or Sunnyvale, respectively. When our recruiting model and statistics are expanded to include the 101 corridor, the resulting prediction of enrolled Latino students

significantly more closely mirrors demographics of the County as a whole. Thus, to better meet the Summit mission to educate and prepare for college the most underprepared students in local communities, and the goals of the SJ/SV 2020 compact, a Countywide benefit charter is required.

District	Hispanic or Latino*	...entering 6th grade in 2013*	...expected applications**	...expected enrollment***
Palo Alto	1322	101	16.16	9.3728
Mountain View – Whisman	2295	242	38.72	22.4576
Sunnyvale	2788	346	55.36	32.1088

* Based on data from CDE Dataquest

** Expected applicants is based on the number of applicants relative to district size from our four existing schools (16%)

*** Expected enrollment based on rate of students who accept a spot at one of our four existing schools (58%)

Conclusion

The above sections show that there are students who are underperforming in northern Santa Clara County along the 101 corridor, and that Summit Public Schools has a track record of meeting these students' needs. We have demonstrated that the students along the 101 corridor would benefit from a school that is targeted to meet their needs. Lastly, the above sections show that these students could not be served as well – nor could the goals of SJ/SV 2020 be met as well – by a charter school that operates in only one school district in the northern part of the county because it would only serve a small portion of the students along the 101 corridor. The combination of this area of need with Summit's proven mission and model unquestionably accelerates Countywide progress toward the SJ/SV 2020 goals.

Superintendents from each district in which SPS: Denali intends to reside were informed more than 30 days prior to submission of this charter to the Santa Clara County Board of Education. Copies of the letters sent, along with an assurance that these letters and a copy of the charter were provided to each district, are attached in **Appendix DD**.

FOUNDING GROUP

The founding group of Summit Public School: Denali is comprised of community leaders, educators and several founders of SPCHS, EPHS, Summit Public School: Rainier and Summit Public School: Tahoma. The group was brought together by their shared 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 Santa Clara County.

Chief Executive Officer, Summit Public Schools: Diane Tavenner

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

Education and Experience: Ms. Tavenner brings over twenty 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, Everest Public High School, Summit Public School: Rainier and Summit Public School: Tahoma, and former Executive Director of Summit Preparatory Charter High School, Ms. Tavenner has eleven 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. In 2012 Ms. Tavenner was awarded the "Dreamer of the Year" award by the Young Dreamer's Network, a youth organization that organizes opportunities for early career and life guidance in addition to regular community service activities.

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, facilities, 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 Riekes 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.

Founding Executive Director Summit Public School: Rainier, and Chief Growth Officer: Diego Arambula

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

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 as a social science teacher at the beginning of its third year of operation and worked on a number of administrative projects throughout his six years as a classroom teacher. During his time with Summit Public Schools, he has organized large recruiting events for SPCHS and EPHS, facilitated numerous meetings, including a meeting of 30 math professionals from Summit Public Schools, Stanford University and other local schools to develop a plan for math education. He has been a part of the Summit Public Schools Leadership Team that planned and implemented

professional development experiences for the faculty, leading multiple sessions himself and even consulting on some professional development sessions 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 Public Schools, including but not limited to board and community meetings. At this same time, he has taught World History for freshmen, AP US History for juniors, AP US Government and Politics for seniors and a college advisory curriculum known as Connections for all grades. As the Founding Executive Director of Summit Public School: Rainier, Mr. Arambula was responsible for informing members of the community of the introduction of a public charter school in their district and maintaining good communication throughout the process, recruiting students, developing a program to prepare students for success in college, and building and leading a team to accomplish that goal.

Prior to coming to Summit Public Schools, Mr. Arambula served as Communications Director for Congressman Cal Dooley, after serving as Deputy Campaign Manager for the Congressman. 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.

Assistant Director, Summit Public School: Rainier & Tahoma and Executive Director, Summit Public School: Denali : Joe Bielecki

Expertise: Curriculum, instruction, assessment, organization and administration

Education and Experience: Joe grew up the oldest of 4 children in Flagstaff, Arizona, in a working class family. His father was a carpenter and his mother was a stay at home mom.

Mr. Bielecki graduated from Lewis and Clark College in Portland, OR with a BA in History. While at L & C he was the student body president during his junior year, and he worked with the L & C outdoor program and became interested in experiential education.

A year after graduating, Mr. Bielecki joined Teach For America and was placed in a middle school in East San Jose, teaching math and science. After his TFA commitment, Mr. Bielecki kept teaching at the school for 2 additional years. Subsequently, Mr. Bielecki spent a year working for the district as a math coach.

Mr. Bielecki earned his M.S. Ed from California State University, East Bay, in curriculum and instruction. After he graduated, Mr. Bielecki joined the faculty of KIPP Summit Academy in San Lorenzo, where he taught math and lead the math department for 3 years. Under his leadership, the number of students testing at the advanced or proficient level in math grew dramatically, helping the school achieve California Distinguished School status.

In 2010-2011, Mr. Bielecki attended the Principal Leadership Institute at the University of California, Berkeley, where he earned an M.A. Ed and an administration credential. After finishing the program, Mr. Bielecki joined Summit Public Schools in the Summer of 2011 to become an Assistant Director for two new Summit schools opening in San Jose.

Biology Teacher, Everest Public High School: Caitlyn Herman

Expertise: Curriculum, instruction, assessment, administration

Education and Experience: Ms. Herman started her career as a science research paralegal in New York City, where she worked after graduating with a BA in Biology from Lafayette College. During her time at Lafayette College, Ms. Herman worked as a teaching assistant in the biology department and competed in varsity cross-county and track and field. In 2007 Ms. Herman received an MA in secondary science education from New York University and subsequently spent 4 years teaching science at Essex Street Academy, a public high school on the Lower East Side in Manhattan. While at Essex Street, Ms. Herman chaired the science department, worked on the curriculum committee, and coordinated the advisory program. As department chair, Ms. Herman led the redesign, rewriting and subsequent implementation of a new science curriculum using data to inform teaching practices and curriculum. She also coordinated and ran departmental professional development, was responsible for making personnel decisions and coached new teachers.

While at Essex Street, Ms. Herman was selected to participate in the Principal's Residency Network, a principal track program affiliated with the DOE and New England College, where she earned a Master of Science in administration in 2011. Her thesis was *A case study in school-wide formative assessment initiatives: Using timely-targeted feedback systems and individualized learning plans to address student needs*. Additionally, Ms. Herman has participated in several national conferences presenting on effective science instruction, measurement/assessment, and differentiation. Ms. Herman has also spent time outside of the classroom teaching as an adjunct professor in NYU's Steinhardt School of Education as well as consulting on a number of academic programs for both the NYC public school system and private companies.

In August of 2012 Ms. Herman joined Summit Public Schools as a biology teacher at Everest Public High School. As a teacher-leader Ms. Herman co-led an organization-wide workshop on differentiation; piloted mastery-based instructional tools and facilitated the creation of an organization-wide, skills-based vertical plan for the science department. Ms. Herman is currently a Leadership Fellow within the Summit organization.

Ms. Herman is also an avid endurance athlete having participated in many marathons and triathlons across the country and has been active in the Leukemia and Lymphoma Society's Team in Training program.

Summit Public Schools 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.

Summit Public Schools 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 Board 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.

Summit Public Schools 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 Bunshoft 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 Charter 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.

Summit Public Schools Board Member: Blake Warner

Expertise: Finance, business management, organization, governance, 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. Mr. Warner is married, has three children and lives in the San Francisco Bay Area.

Summit Public Schools Board Member: Robert O'Donnell

Expertise: Finance, business management, organization, administration

Education and Experience: Robert G. O'Donnell recently retired from his position as a senior vice president and director of Capital Research and Management Company. Capital Research is the investment advisor to the American Funds and is part of the Capital Group Companies. At that firm, he was a portfolio counselor in several mutual funds and served as principal executive officer of The American Balanced Fund, a \$50 billion fund. Prior to joining Capital in 1972, he served in the US Army and was a senior accountant at Arthur Anderson.

For the past nine years, Bob has been a lecturer at the Haas School of Business where he teaches the Investment Strategies and Styles course. He currently serves on the boards of the Sequoia Hospital Foundation and Summit Public Schools, and the Library Advisory Board at the University of California, Berkeley (UCB). Bob also is a member of the Board of Governors of the San Francisco Symphony.

Bob has been recognized for his philanthropic work, most notably with the Chancellor's Award at UCB in 2008. He chaired the UC Berkeley Foundation from 2005–2007 and is an emeritus board member.

In the past, Bob has been a trustee of the Civil War Preservation Trust and a director of Phi Beta Kappa of Northern California. He is also president of The O'Donnell Foundation, a private foundation that supports educational opportunity.

Bob graduated summa cum laude and received his MBA degree from the University of California at Berkeley. He is a CPA and CFA.

Bob and his wife, Sue, reside in Atherton, California.

Summit Public Schools Board Member: Meg Whitman

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

Education and Experience: Ms. Whitman has served as HP's President and Chief Executive Officer since September 2011. She has also served as a member of the Board of Directors of HP since January 2011. From March 2011 to September 2011, Ms. Whitman served as a part-time strategic advisor to Kleiner, Perkins, Caulfield & Byers, a private equity firm. Previously, Ms. Whitman served as President and Chief Executive Officer of eBay Inc., from 1998 to March 2008. Prior to joining eBay, Ms. Whitman held executive-level positions at Hasbro Inc., a toy company, FTD, Inc., a floral products company, The Stride Rite Corporation, a footwear company, The Walt Disney Company, an entertainment company, and Bain & Company, a consulting company. Ms. Whitman also serves as a director of The Procter & Gamble Company and Zipcar, Inc.

Community Member: Colin Haysman

Expertise: Curriculum, instruction, assessment, administration

Colin worked as a teacher and school administrator in a variety of inner - London schools for 25 years as well as working for London University in their community based teacher education program. He has worked as a lecturer and Clinical Associate for Stanford University's teacher education program for the last 15 years and this work has included working on the initial development of Summit, Redwood City as well as advising on the reforming of Hillsdale High School into small learning communities. He also has a background in school finance.

He has a BA in Business and Economics; a UK and California teaching qualification, Diplomas in Education & Administration and Educational Psychology and a Masters in Education.

Community Member: Sundar Subbarayan

Expertise: Finance, business management, organization

Education and Experience: Sundar leads Khan Academy's partnerships with schools to enable innovative classroom practices. In this role, he and his team works with schools and their teachers and administrators to effectively implement Khan Academy and then take these best practices to roll them out more broadly to

schools anywhere through the Khan Academy teacher toolkit. Sundar and his team also helps develop tools and reports to enable teachers to provide individualized and personalized for their students. In his role, Sundar has also often been invited to present Khan Academy in schools to state departments of education, at large education conferences where he shares Khan Academy's vision of individualized, mastery-based and innovative shared interactive experiences in classrooms

Prior to joining Khan Academy, Sundar was an Engagement Manager at McKinsey & Co where he worked on several operational transformation projects at many of the leading fortune 500 companies. Prior to McKinsey, Sundar was a senior member of the Product Management team at Google where he helped shape Google's local, geo and monetization products. Sundar has also held product management and strategy roles at Microsoft and NetApp. Sundar has an MBA from Carnegie Mellon University, a Master's in Computer Science from the University of California. He moved to the US after completing his undergraduate education in Engineering from the Indian Institute of Technology in Bombay.

Sundar lives in Mountain View with his wife and 2 children. His older daughter is in 2nd grade at Stevenson Elementary school in the Mountain View Whisman School District. Stevenson is a parent participation school and Sundar volunteers 2-4 hours every week in his daughter's class. He is also actively involved in the school's after school program, PACT PALS. His younger son will be start in the district next year.

Community Member: Jo Boaler

Expertise: Curriculum, instruction, assessment, administration

Dr. Jo Boaler is a Professor of Mathematics Education at Stanford University and the editor of the Research Commentary Section of *The Journal for Research in Mathematics Education* (JRME). Former roles have included being the Marie Curie Professor of Mathematics Education at the University of Sussex, England, a mathematics teacher in London comprehensive schools and a lecturer and researcher at King's College, London. Her research focuses upon the nature of effective and equitable teaching approaches in mathematics. Her PhD won the national award for educational research in the UK and her book: *Experiencing School Mathematics* won the 'Outstanding Book of the Year' award for education in Britain. She is an elected fellow of the Royal Society of Arts (Great Britain), and a former president of the International Organization for Women and Mathematics Education (IOWME). She is the recipient of a National Science Foundation 'Early Career Award'. She is the author of seven books and numerous research articles. Her latest books *What's Math Got To Do With It?* (2009) published by Penguin, USA and *The Elephant in the Classroom* (2010) published by Souvenir Press, UK, both aim to increase public understanding of the importance of mathematics, and the nature of effective teaching approaches in the USA and the UK.

Dr Boaler is the parent of girls who are attending a public elementary school in Barron Park (Palo Alto). She is currently working with school districts across the US to help bring about effective and equitable teaching approaches in public schools and works closely with local schools in Palo Alto, San Francisco, Redwood City and San Jose.

Community Member: Vince Iwasaki

Expertise: Curriculum, instruction, assessment, administration

Education and Experience: Vince Iwasaki was born on a United States military base in Okinawa, Japan and grew up in Salt Lake City, Utah. Vince moved to California to attend Stanford University for his undergraduate degree, and then took a job with Andersen Consulting in San Francisco. After consulting for several years, Vince went back to graduate school. He earned his teaching credential from San Jose State University in 2006 and then a Master's in Education from San Jose State University in 2008.

Vince just complete his 8th year of teaching at Renaissance Academy, a small school of choice in the Alum Rock School District in San Jose serving middle school students. The school was established through the collaboration of the community, PACT, local teachers, and the Alum Rock School District. 100% of the student population at Renaissance is on the Free and Reduced lunch program and more than 70% are Latino, many of whom are English Language Learners. In 2011, the Superintendent of the Alum Rock School District asked Renaissance Academy to open a second campus in the district, which will open in the Fall of 2012. Vince is currently serving as the Dean of Academic Affairs at the Renaissance Academy.

Vince currently lives in Sunnyvale with his wife and three daughters.

Community Member: Kieran Casey

Expertise: Organization, administration

Education and Experience: Kieran Casey lives in Palo Alto, CA with her two children, Hayden and Case. Originally from Orange County, California, Kieran moved to the Bay Area to attend UC Berkeley, where she graduated with a degree in Physical Geography. Kieran is currently employed at Google where she works in Revenue Compliance. Her husband, Nick Reagles, attended the University of Wisconsin, Milwaukee where he graduated with a degree in Management Information Systems. He is employed with Accenture and manages operations for their Technology Labs.

Summary of necessary background critical to charter school success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Tavener									
Parker									
Arambula									
Bielecki									
Herman									
Oster									
Humphreys									
Keare									
Warner									
O'Donnell									
Whitman									
Haysman									
Subbarayan									
Boaler									
Iwasaki									
Casey									

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those pupils whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”

-California Education Code Section 47605.6(b)(5)(A)(i)

“If the proposed charter school will enroll high school pupils, a description of the manner in which the charter school will inform parents regarding the transferability of courses to other public high schools. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered to be transferable to other public high schools.”

-California Education Code Section 47605.6(b)(5)(A)(ii)

“If the proposed charter school will enroll high school pupils, information as to the manner in which the charter school will inform parents as to whether each individual course offered by the charter school meets college entrance requirements. Courses approved by the University of California or the California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements for purposes of this clause.”

-California Education Code Section 47605.6(b)(5)(A)(iii)

Mission Statement

SPS: Denali’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: Denali 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: Denali seeks to serve a heterogeneous group of 100 students in grade 6 upon inception in the 2013-2014 school year. In all subsequent years, enrollment will increase by one grade level, with approximately 100 students per grade. In 2019-2020 the total Charter School enrollment will reach capacity of approximately 700-750 students. SPS: Denali will offer site-based education. The estimated grade build out plan for the first charter term will be as follows:

	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18	Year 6 2018-19	Year 7 2019-20
Enrollment							
6th grade	100	100	100	100	100	100	100
7th grade		100	100	100	100	100	100
8th grade			100	100	100	100	100
9th grade				114	114	114	114
10th grade					108	108	108
11th grade						106	106
12th grade							105
Total	100	200	300	414	522	628	733

The students' primary interest should be preparing for acceptance to and success in college. The students' backgrounds should represent the heterogeneity found along the 101 corridor in Northern Santa Clara County (which draws from the southern part of Palo Alto south east to Sunnyvale), a population that is rich in racial and cultural diversity. The northern part of the county has high performing school districts, but it lacks a high school along the 101 corridor, where many Latino and socio-economically disadvantaged families live. The achievement gap between Latino or socio-economically disadvantaged families and White or Asian families who live further from the 101 is quite drastic.

Group	Santa Clara County	Northern SCC - 101 Corridor
Black or African-American	3%	3%
American Indian or Alaska Native	.5%	.5%
Asian	27%	18%
Filipino	5%	6%
Hispanic or Latino	38%	44%
Native Hawaiian or Pacific Islander	.5%	.5%
White	23%	23%
Two or more races	2%	4%
Free or Reduced-Price Lunch	38%	41%
English Learners	22%	34%
Students with Disabilities	9%	11%

What it Means to be an Educated Person in the 21st Century

The 21st century educated person is one who thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will continually arise 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 a stable and healthy economy in the United States and addressing the complex issues of global environmental responsibility will be two among myriad problems facing the next generation of leaders. Students at SPS: Denali will acquire the academic and practical foundation necessary to understand these issues, enabling them to make more informed decisions as adults.

The globally competitive nature of the 21st century economy requires citizens in the United States to compete with others from around the world for employment opportunities, as greater numbers of 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: Denali will foster the following habits of mind: intellectual curiosity; creative expression; moral reasoning; and empathy for others. SPS: Denali 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. It is the objective of the SPS: Denali educational program to enable students to become self-motivated, competent, and lifelong learners.

How Learning Best Occurs

SPS: Denali 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, the Harvard Business School, EdConnect, and other respected research institutions, SPS: Denali believes that learning best occurs in a school that successfully implements the following features:

- High Standards and Performance-based Assessment
- Personalization
- Continuous Relationships
- 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: Denali is a **site-based** program. Students are expected to attend school daily and follow a prescribed schedule (Appendix B – Proposed Bell Schedule and Appendix C –Sample School Calendar). Core instruction will take place between 8:30 AM and 3:45 PM. Additional support and learning opportunities will happen before 8:30 AM, between 3:45 and 5:15 PM and on weekends. In addition to the full course load taught at the school site by SPS: Denali 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: Denali will provide these opportunities to its students and faculty through its small school size (300 students in middle school and 433 students in high school) and small class size (25 students). In addition, SPS: Denali 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, personalized, and college preparatory**. Graduates from SPS: Denali will exceed all academic entrance requirements for UC college admissions. SPS: Denali is a competency-based progression model. One of the distinctive characteristics of SPS: Denali will be its focus on each child. In order to best facilitate learning, SPS: Denali will address learning needs individually. In order to personalize instruction to the needs of students, teachers will use ongoing assessments to gather data about student progress and they will then use that data to make informed instructional decisions. SPS: Denali's target student population is extremely heterogeneous, thus the Charter School will use a variety of supports and pedagogical strategies to ensure that all students can successfully access the curriculum.

The Charter School environment will be personalized via online learning tools, adaptive pedagogy, clearly articulated benchmark-assessments, and an **advisory program**. Each student will have one faculty member serve as his/her mentor for multiple, continuous years. The mentor will meet daily with the advisees in a Connections course that will support both a healthy, balanced, and productive school experience while ensuring a successful transition to college in the later years. In addition, the Connections course will develop academic literacy skills and engage students in their communities.

The program will foster **self-discovery and goal setting**. SPS: Denali 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 21st century workplace. Templates for the PLPs are included in Appendix D.

Each student will be guided through **college and career planning**. It is expected that a significant percentage of SPS: Denali'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 and success. 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 **high performing teachers** who are **well supported**. Teachers will hold appropriate teaching certifications, as applicable, and will be encouraged to pursue National Board for Professional Teaching Standards Certification within their first five years at SPS: Denali. 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: Denali 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 Charter 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 their own 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: Denali recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, SPS: Denali 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: Denali 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: Denali 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: Denali students is included in Appendix E – Narrative Description of a Typical Day for SPS: Denali Student.

Curriculum

The curriculum at SPS: Denali 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 as well as the Common Core Standards for Literacy and Mathematics, and all core high school 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. SPS: Denali recognizes the importance of regular physical education in adolescent development, and will include regular physical education in the middle school curriculum.

Upon completion of SPS: Denali'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, upon new student enrollment, and posted on the Charter School's website. A draft handbook is contained in Appendix F.

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: Denali's core course requirements will exceed those of the University of California a-g 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 learning.

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: Denali in the six core subject areas will be approved to meet the Charter 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 Charter School's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at SPS: Denali, and taught by an accredited institution. Approval for such

courses must be obtained from the Charter School's Executive Director prior to the commencement of the course.

Revisions to the list of courses offered by the Charter School 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 Charter School. SPS: Denali intends to teach the following courses at this time. Each high school 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, EPHS, SPS: Rainier, and SPS: Tahoma and approved by the UC system. All courses align with both state and common core standards, as outlined in Summit Public Schools' vertical plans from each subject area, which are contained in Appendix G.

Middle School:

Grade 6	Grade 7	Grade 8
English language arts	English language arts	English language arts
Mathematics	Mathematics	Algebra 1
Earth Science	Life Science	Physical Science
World History/social studies	World History/social studies	US History/social studies
Foreign language	Foreign language	Foreign language
Physical education	Physical education	Physical education
Intersession electives	Intersession electives	Intersession electives

High School:

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 high school graduation from SPS: Denali, 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: Denali’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, for the six core subject areas.

The materials SPS: Denali will use are necessary to support a college preparatory and AP program, and include, but are not limited to:

- 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: Denali.

Academically Low Achieving Students and/or Socio-economically Disadvantaged Students

Overview

At SPS: Denali, academically 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.

Educational research and best practices in pedagogy indicate that academically 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 (Shulman, Lotan, and Whitcomb). Please find, attached as Appendix H, a recent report by the Century Foundation supporting these conclusions. Additionally, academically low achieving and at-risk students benefit greatly from placement in a heterogeneous classroom.

Academically low-achieving and at-risk students are thoroughly integrated into the entire student body at the Charter School and participate fully in all aspects of the curriculum. SPS: Denali 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. Additionally, online learning and assessment tools will be employed to ensure that students' academic needs are quickly and accurately diagnosed, and that instruction is targeted to the zone of proximal development of each child. Thus,

progressing at the optimal learning pace, utilizing materials most appropriate for each student's learning needs, and fashioning learning experiences that promote optimal engagement in the material are cornerstones of the academic program at SPS: Denali. The student, his/her parent or guardian, 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 intersessions. Each student's progress is regularly monitored by his/her mentor.

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

Faculty Office Hours

For six hours each week, the student's classroom teachers hold office hours outside of normal school hours. 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. Academically low-achieving and at-risk students are encouraged - and often commit in 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, outside of normal school hours, SPS: Denali 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, academically 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 an elective course. The primary function of this time is to expose students to provide students the opportunity to explore interests in arts, hands-on activities, performances, etc. At the same time, academically low-achieving and at-risk students may take advantage of this time to 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.

Faculty Discussions / Interventions / Individual Plans

During bi-weekly faculty meetings, all grade level teachers meet and discuss individual academically 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 (academically or otherwise low achieving) 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 student, parents and teachers. The student’s mentor monitors the plan to ensure that it is followed. Appendix J 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: Denali 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 courses.

Five of the core content areas will offer at least one, if not two, Advanced Placement (AP) Courses. The differentiated curriculum regularly provides academically high-achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments. Finally, SPS: Denali’s optimized learning structure encourages academically 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 E.

English Learners

Overview

SPS: Denali recognizes that a portion of the target population includes English learners and that strategic and accelerated supports are critical to their success. SPS: Denali 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: Denali will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Home Language Survey

SPS: Denali will administer the home language survey upon a student's initial enrollment into SPS: Denali (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 enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

SPS: Denali 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.
- 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.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

- The 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 Charter School will serve EL students, either through self-identification or CELDT testing, at the Charter School site through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular education class and receives supplementary instruction in order to learn English. For these students we will employ the Specially Designed Academic Instruction in English (SDAIE) teaching approach, which our teachers will receive regular professional development to practice. The PLP process allows the Charter School to address additional needs of individual students in unique, targeted ways. Appendix E includes a narrative description of a typical daily experience for an EL student.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

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 (“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: Denali will seek status as a local educational agency (“LEA”) member of a Special Education Local Plan Area (“SELPA”) for provision of special education services pursuant to Education Code Section 47641(a). Once an LEA, and a member of a SELPA, the Charter School shall be solely

responsible for compliance with the IDEA and the costs thereof. SPS: Denali will consider its options for SELPA membership, including but not limited to the El Dorado County Charter SELPA.

- An anticipated timeline for application to and membership in a SELPA is included in Appendix K.

Section 504 of the Rehabilitation Act

SPS: Denali 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: Denali. 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 IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team 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 IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the

student receives 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 L, please find the SPS: Denali 504 Board Policy, Administrative Procedures and Parent Rights Form.

Services for Students under the IDEA

SPS: Denali intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the applicable SELPA. As stated above, SPS: Denali shall pursue SELPA membership as an LEA to begin the first year of operation. The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow 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 parent complaints, and maintaining the confidentiality of pupil records.

The Charter School agrees to promptly respond to all County or SELPA inquiries, to comply with reasonable County or SELPA directives, and to allow the County or SELPA access to Charter School students, staff, facilities, equipment and records as required to fulfill all County obligations under this Agreement or imposed by law.

Staffing

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

The Charter School 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. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SEPLA policies, as well as meet all legal requirements. The Charter School 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

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

The Charter School 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. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

Assessments

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

IEP Meetings

The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the

IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

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

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide 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 the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School 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

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

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

Due Process Hearings

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

SELPA Representation

It is the Charter School's understanding that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

ELEMENT B: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

“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 47605.6(b)(5)(B)

Measurable Student Outcomes

The Charter School’s student outcomes are designed to align with the Charter School’s mission, curriculum and assessments, the Common Core Standards for Literacy and Mathematics, and the California State Standards for courses offered at SPS: Denali. Upon graduation from the Charter School, students will have demonstrated the following, which indicate their ability to be self-motivated, competent, and lifelong 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 courses required for graduation. By earning a passing grade in required courses, students demonstrate their mastery of these skills, which, in turn, indicates that the ESLRs have been met:

- 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 6-8
- English Language Arts 9-10
- English Language Arts 11-12
- 7th Grade Writing Test
- Math 6-7
- Geometry
- Algebra I
- Algebra II

- Trigonometry
- Probability and Statistics
- History/Social Studies 8
- World History 10
- United States History 11
- Principles of American Democracy and Economics
- Science 8
- Physics
- Chemistry
- Biology / Life Science

SPS: Denali recognizes the state's movement towards adoption and implementation of the Common Core standards. The Charter School in the process of aligning its measurements to test mastery of the new standards, and will meet the Common Core standards when they become applicable.

Additionally, graduates will pursue the following outcomes:

- Complete with a C- or better the courses that are 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: Denali is based upon the school models of Summit Preparatory Charter High School, which has consistently performed in the top 20% of schools in the state on the Academic Performance Index ("API") and which met 7 out of 7 Adequate Yearly Progress criteria each year and Everest Public High School. Summit Preparatory Charter High School received an API of 853 in 2010-2011 and Everest Public High School received an API of 830 in 2010-2011, and met all the criteria for AYP. Therefore, the SPS: Denali founders believe that the SPS: Denali performance on the API will be comparable to SPCHS and EPHS, a summary of which is included in Appendix M. (Summit Public Schools: Rainier and Tahoma have just completed their first years and do not have an API score yet.)

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

ELEMENT C: METHODS OF MEASUREMENT

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”

-California Education Code Section 47605.6(b)(5)(C)

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 Common Core Assessments
- California State Standards Exams
- California High School Exit Exam
- California English Language Development Test
- 7th and 9th Grade Test of Physical Fitness
- Cumulative Final Exams
- Advanced Placement Exams
- NWEA MAP
- EPAS Series
- PSAT
- ACT
- SAT I
- SAT II

Each Semester

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

Ongoing, student performance against Charter 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

- Productive Dispositions and Behaviors (including academic literacy)
- Social Emotional Awareness

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 Illuminate, a combined Student Information System and Data and Analysis System designed specifically for school use. In addition, the Charter School will utilize the Naviance data base system to capture all college application and acceptance data and Illuminate to analyze classroom achievement. The systems have combined 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 inputted by faculty members.
- All information pertaining to student goals is inputted 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 Charter 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 Illuminate platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, the Charter School will publish a School Accountability Report Card ("SARC") that will be posted on the Charter School's website and made available in the school lobby.
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

Continuous Improvement

SPS: Denali is committed to using student performance data to refine and improve the educational program. Specifically, the faculty will devote at least 6 hours of faculty meetings during each semester as well as 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 Charter School will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC").

County Visitation/Inspection

SPS: Denali will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. SPS: Denali also agrees to and submits to the right of the County 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 Charter School shall promptly respond to all reasonable inquiries including, but not limited to inquiries regarding its financial records from the County and the State Superintendent of Public Instruction.

Element D: FACILITIES

“The location of each charter school facility that the petitioner proposes to operate.”

-California Education Code Section 47605.6(b)(5)(D)

“The county board of education shall require that the petitioner or petitioners provide information regarding the facilities to be utilized by the school.”

-California Education Code Section 47605.6(h)

SPS: Denali plans to operate one campus within one of the following school districts, located in Santa Clara County: Mountain View – Los Altos Union High School District or Fremont Union High School District. SPS: Denali wishes to be located around the 101 Freeway in the Northern portion of Santa Clara County, offering central access to the most underserved portions of several school districts. This location is ideal for the student population the Charter School seeks to serve, and meets a n existing need in the community, as there are no existing high school options for students along the 101 corridor in Northern Santa Clara County. A description of SPS: Denali’s anticipated facility requirements for the first year of operation are included in Appendix CC.

SPS: Denali plans to open a 6-12 school in the fall of 2013, starting with 6th grade and adding a grade each year. SPS: Denali, when at full capacity, will be able to safely accommodate 800 students and is searching for a facility that locates us in an SB 740 area near the 101 corridor in Mountain View or Sunnyvale.

Based on our preliminary site search and historical experience, we expect to be able to secure a commercial or other type of facility through a Prop 39 arrangement or a private lease that will meet the opening facility needs without the need for financing. Annual facility costs for the first year of operation are projected to be in the range of \$150,000 to \$200,000 before factoring in SB 740 rebates. All of our existing four schools have begun their first year of operation in commercially leased short-term facilities that have been covered through individual school budgets and SB 740 rebates.

We have a successful track record of opening our schools in leased or district provided facilities requiring minimal construction or improvements. By locating in an area which qualifies for SB 740, and thus benefiting from the state’s rent rebate program, none of our schools have required financing and we have no intention of seeking funding for SPS: Denali’s facility’s needs. SPS: Denali has no intention of accessing local school bond or parcel tax proceeds and Summit Public Schools has a record of finding privately leased facilities and remaining financially viable without accessing these funds.

A copy of the written notice provided to Palo Alto Unified, Mountain View – Whisman, Mountain View – Los Altos is attached as Appendix DD.

Element E: GOVERNANCE STRUCTURE

“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 47605.6(b)(5)(E)

Legal Status

Summit Public Schools 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 corporate purpose of Summit Public Schools, SPS: Denali will be operated by Summit Public Schools in accordance with Education Code Section 47604(a). Summit Public Schools and SPS: Denali 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 N.

SPS: Denali shall operate autonomously from the Santa Clara County Board of Education, with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), SCCBE shall not be liable for the debts and obligations of Summit Public Schools or SPS: Denali, operated by a California non-profit, public benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as SCCBE 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 Charter 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 its 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: Denali.

The Board consists of at least four members and shall 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 by Summit Public Schools.² Terms are 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 will be appointed by the Board, with input from the leadership of Summit Public Schools, such that the Board contains expertise in many varying fields and is able to offer advice, direction, and discussion for each Summit Public School.

Board members' terms will expire according to the chart below labeled "Summit Public Schools Board of Directors with Term Expiration Dates." 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

Member	Position	Term Expiration Date
Robert Oster	Chairperson	July 2017
Steven Humphreys	Community Outreach Committee	July 2016
Stacey Keare	Governance Committee Chairperson	July 2015
Robert O'Donnell	Finance Committee Chairperson	July 2017
Blake Warner	Finance Committee	July 2015
Meg Whitman	Member	July 2015
Diane Tavenner	Chief Executive Officer	No expiration date

In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to SPS: Denali, to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board. Accordingly, the Authorizer may choose to appoint a representative to serve on the Summit Public Schools Board.

Board Responsibilities:

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

- Strategic planning
- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the Charter School's fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School's facility arrangements and plans
- Oversee and evaluate the Executive Director
- Hire the Executive Director
- Hire SPS: Denali employees upon recommendation of the Executive Director

² Subject to any removal or resignation provisions within the corporate bylaws.

- Employee discipline and dismissal 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 O. 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 any of those duties with the exception of strategic planning, 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 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.

Chief Executive Officer

- Fundraising
- Facilitating communication between the Board and the Executive Director
- Facilitating communication between external sources and schools
- Monitoring charter school policy
- Lead training and professional development for leadership candidates

Executive Director

The day-to-day management of the Charter School shall be by the Executive Director. The Executive Director will work full-time within the Charter School and will communicate directly with the Board of Directors and to the County Board of Education through its Superintendent or designee as necessary. The

Executive Director is fully responsible for the execution of all applicable Board policy, all day-to-day operations, and all functions of the Charter School.

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

- Attend County Administrative meetings as necessary and stay in direct contact with the County regarding changes, progress, etc.
- Contribute to Board meeting agendas in conjunction with the Chairman in compliance with the Brown Act.
- Supervise all employees of the Charter School.
- Provide timely performance evaluations of all Charter School employees (the CEO evaluates the Executive Director).
- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with Charter 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 Charter School 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 Board meetings and attend as necessary SCCBE meetings as the Charter School representative.
- Establish procedures designed to carry out 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 Charter School. The committees will be formed and selected by the Board of Directors.

Parent Participation

As the Charter School is being established to serve the needs of the students, it is imperative that families are actively involved. SPS: Denali will encourage all parents to form a Parent Organization which will be established to facilitate communication between all members of the Charter School community and to bring needed human resources to help meet the goals and objectives of the Charter School. The parent organizations organized by the parents of students at Summit Preparatory Charter High School and Everest Public High School have been very successful at raising additional funds for and planning school events, creating consistent and clear communication about the schools to all parents, organizing parent volunteers, and supporting the faculty in numerous other ways.

SPS: Denali strongly encourages all parents or guardians of SPS: Denali students to 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 that families can participate in. The assignment, managing, and tracking of community hours are the responsibility of the SPS: Denali Parent Organization, with the input and assistance of the Executive Director. All membership 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 and the expectations of them via the Handbook that is distributed during the mandatory orientation and also available on the Charter School website and in the lobby of the Charter School.

Other Opportunities for Parent Involvement

In addition to community hours, SPS: Denali parents are strongly encouraged to become actively involved in the Charter School and in 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 Charter School social functions.

Parent Organization

Charter School administration will meet regularly with the leadership of the Parent Organization to discuss parent community questions, concerns, and ideas. A description of the EPHS Parent Organization is included in Appendix P, and is intended as an example for SPS: Denali. SPS: Denali parents will develop their own organization based on the needs of the Charter School community.

ELEMENT F: QUALIFICATIONS OF SCHOOL EMPLOYEES

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

-California Education Code Section 47605.6(b)(5)(F)

Summit Public Schools and SPS: Denali 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 at the Charter School will be employees of Summit Public Schools.

In accordance with Education Code 47605.6(e)(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, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the Summit Public Schools employee processing policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, 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, applicable to all employees, that shall include, but not be limited to, the following:

- Commitment of time, energy, and effort in developing SPS: Denali’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 high school students.
- Awareness of the social, emotional and academic needs of high school 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 staff meetings.
- Focus on working closely with the Charter 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 Charter School’s development.

Administrators

The Executive Director and Assistant Director at SPS: Denali 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.

It is desired that SPS: Denali administrators possess a master's degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. SPS: Denali administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. SPS: Denali will give preference to administration 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: Denali 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 noncore, no college preparatory courses."

SPS: Denali 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 Q, which includes information on teachers at SPCHS and EPHS. Additionally, core teachers, as defined by the charter, shall meet the applicable definitions of the No Child Left Behind Act ("NCLB") highly qualified requirements as illustrated by this chart published by the California Department of Education:

	“New” to The Profession	“Not New” to The Profession
	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	6 TH -12 TH GRADE	6 th – 12 th GRADE
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: Denali staff members, the following qualifications are expected of all teachers, specifically to meet the needs of our most at-risk students:

- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in SPS: Denali’s curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and its 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: Denali's teachers are included in Appendix R which details The Role of a Summit Public Schools Educator.

SPS: Denali 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 noncore, non-college preparatory courses and activities.

Non-Instructional

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

Services Provided Via Contractors

SPS: Denali will receive service from employees of organizations with which SPS: Denali contracts. Additionally, SPS: Denali will receive financial, human resource, technology, data analysis leadership, facilities, professional development, and other services from Summit Public Schools. SPS: Denali will ensure that the qualification of the employees of contractors and Summit Public Schools are consistent with the expectations for SPS: Denali'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 T. 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: Denali 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 employee'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 Charter School and its professional development activities throughout the year.

ELEMENT G: HEALTH AND SAFETY PROCEDURES

“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 47605.6(b)(5)(G)

A healthy and safe environment is imperative to productive teaching and learning. SPS: Denali will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Summit Public 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 U. No later than 90 days prior to operation, the policies will be tailored as necessary to the unique facility needs of SPS: Denali, and will be submitted to the County.

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

Procedures for Background Checks

Employees and contractors at SPS: Denali 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 Charter School shall monitor compliance with this policy and report to the Summit Public Schools Board 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: Denali will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Immunizations

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

CPR /First Aid Training

All employees at SPS: Denali shall be CPR/First Aid trained.

Medication in School

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

Vision/Hearing/Scoliosis

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

Emergency Preparedness

SPS: Denali 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 Emergency Preparedness Plan for the Charter School.

Blood borne Pathogens

SPS: Denali 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: Denali shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. 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: Denali shall maintain a drug and alcohol and smoke free environment.

Integrated Complaint and Investigation Procedure

SPS: Denali 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: Denali 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 V.

Procedures

Summit Public Schools, on behalf of the Charter School, has adopted procedures to implement the policy statements listed above.

ELEMENT H: RACIAL AND ETHNIC BALANCE

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 47605.6(b)(5)(H)

SPS: Denali will strive to recruit a student population that will be reflective of the general population of the County. SPS: Denali 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 Charter 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 2013 entering 6th grade class is included in Appendix W. These planned activities are adaptive, allowing SPS: Denali faculty and administration to constantly monitor for ethnic balance and to correct for any imbalances that are identified in future recruiting classes.

ELEMENT I: FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, in accordance with the regulations established by the State Board of Education and the manner in which audit exceptions and deficiencies shall be resolved.”

- California Education Code Section 47605.6(b)(5)(l)

An annual independent fiscal audit of the books and records of SPS: Denali will be conducted as required under Education Code Sections 47605.6(b)(5)(l) and 47605.6(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 K-12 Audit 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 will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the County, 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 shall report to the Board of Directors of Summit Public Schools with recommendations on how to resolve them. The Board of Summit Public Schools will submit a report to the County describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County along with an anticipated timeline for the same. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

Under the management of Board of Summit Public Schools, SPCHS has received nine consecutive clean audits and EPHS has received two consecutive clean audits. SPS: Rainier and SPS: Tahoma will conclude their first audits at the conclusion of this fiscal year.

ELEMENT J: SUSPENSION / EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled."

- California Education Code Section 47605.6(b)(5)(J)

SPS: Denali will follow a comprehensive set of suspension and expulsion policies which are attached in Appendix Y. The policies will be printed and distributed as part of SPS: Denali's Student/Parent Handbook and will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. 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.

ELEMENT K: 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 47605.6(b)(5)(K)

The financial compensation for Charter 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.

The Executive Director will oversee the arrangements, including required contributions and deductions, for retirement coverage for all SPS: Denali employees.

All certificated employees of SPS: Denali shall participate in the State Teachers’ Retirement System (“STRS”). All non-certificated employees will participate in a 401(a) retirement plan and federal social security.

SPS: Denali will make all required employer contributions. SPS: Denali 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 S for more information on compensation and benefits.

ELEMENT L: DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the county board of education to resolve disputes relating to provisions of the charter.”

- California Education Code Section 47605.6(b)(5)(L)

The Charter School recognizes that it cannot bind the County to a dispute resolution procedure to which the County does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outline below as suggested by the County.

The Charter School and the County will be encouraged to attempt to resolve any disputes with the County amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the County, Charter School staff, employees and Board members of the Charter School and the County agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the County Superintendent and Principal of the Charter School. In the event that the County Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal and Superintendent shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the Principal of the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

If a dispute arises which is specifically between SCCOE and the Charter School, the parties will have an appeal right to SCCBE.

ELEMENT M: PUBLIC SCHOOL EMPLOYER

“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 (Charter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).”

-California Education Code Section 47605.6(b)(5)(M)

Summit Public Schools shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). Summit Public Schools shall comply with the EERA.

ELEMENT N: ADMISSIONS REQUIREMENTS

“Admission requirements, of the charter school, if applicable.”

- California Education Code Section 47605.6(b)(5)(N)

The Board of Directors, with the advice of the leadership of the Charter School, shall determine all policies, processes, and procedures governing application, admission, and enrollment at SPS: Denali. All students attending SPS: Denali must follow the application, admission, and enrollment policies of the Charter School.

The application packet for admission to SPS: Denali shall include information that allows students and parents to be informed about the Charter 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 Charter School. The application packet shall include:

- A brief description of what a charter school is and how it differs from traditional public schools.
- A brief description of Summit Public Schools.
- SPS: Denali’s Mission Statement and a summary of the Charter School’s educational philosophy.
- A description of SPS: Denali’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: Denali (e.g., API results) or those who have attended SPCHS, EPHS, and SPS: Rainier and Tahoma until data is available for SPS: Denali students.
- A description of SPS: Denali’s governance structure and how the Charter School encourages parental involvement.
- A listing of the rights and responsibilities of SPS: Denali 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 sample application packet is attached as Appendix X.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at SPS: Denali. The determination of school capacity shall be based on, among other things, the Charter School’s academic program, the Charter 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 Charter School.

Admission Criteria

SPS: Denali 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: Denali 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 47605.6(e)(1). If the number of students who wish to attend SPS: Denali exceeds the Charter School's capacity, admission to SPS: Denali, 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: Denali must follow the Charter School's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. The open application deadline, 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 opportunity for admission and enrollment preferences as listed below, but reserved in the case that the waiting list is completely exhausted. Late return of enrollment packets following notification of admission shall result in loss of place on the admission priority list discussed below. Students may be placed at the end of the waiting list.

There shall be no admission testing or other evaluation required of any applicant. SPS: Denali shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605.6(e)(1)]. SPS: Denali will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities.

SPS: Denali 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, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605.6(e)(1)].

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend SPS: Denali exceeds the Charter School's capacity, attendance, except for existing students, shall be determined by a public random drawing for each grade level conducted in advance of each academic semester. In accordance with Education Code Section 47605.6(e)(2), preference in the public random drawing shall be provided in the following order of declining priority:

1. Children of current Summit Public Schools teachers and staff and founders of SPS: Denali (Founders have been identified and described in the section "I. Founding Group")

2. Siblings of currently enrolled students or graduates of SPS: Denali residing within the boundaries of the County
3. Students residing within the boundaries of the County
4. Siblings of currently enrolled students or graduates of SPS: Denali residing outside the boundaries of the County
5. All other students who wish to attend the Charter School

Pursuant to federal and state guidelines, during any period of funding under the Public Charter Schools Grant Program (“PCSGP”), the following shall apply:

1. The public random drawing will be held as a single weighted public drawing.
 - a. Residents of the County will be given a 2:1 weighting factor, or as otherwise agreed upon with the County.
 - b. No other preferences other than for “residents of the County” shall be used during the PCSGP funding period.
2. The following categories of students will be exempt from the public random drawing:
 - a. Students already enrolled in the Charter School
 - b. Children of Founding Families
 - c. Children of Charter School teachers and staff
 - d. Siblings of enrolled students
3. No other exemptions other than those listed immediately above in 2.a through 2.d shall be used during the PCSGP funding period.
4. The sum of all exemptions for children of Charter School teachers, staff, and children of Founding Families combined will not exceed 10% of total enrollment.

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 year. In no circumstance will a waitlist carry over to the following school year. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. SPS: Denali shall maintain a list of students interested in transferring to the Charter School. After the admission priority list has been exhausted, the Charter School will advertise if a space has become available and applications are being accepted in another open enrollment period. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces in the manner described above.

Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School’s website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process, location, date, and time via mail or email at least two weeks prior to the public random drawing date.

Conditions of Enrollment

SPS: Denali shall have the following requirements that must be met by each student and his or her family before enrollment is complete at the Charter 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 public schools (as described above)

Research shows the importance of parental involvement in students' achievement; SPS: Denali strongly encourages and supports parents' involvement in their children's education. Parents will be strongly encouraged to volunteer a minimum of 30 hours per year to support the Charter 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 following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students' reading, writing and math skills.

ELEMENT O: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

- California Education Code Section 47605.6(b)(5)(O)

No student will be required to attend the Charter School. Students who opt not to attend SPS: Denali may attend school district of residence schools or pursue an intra- or 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: Denali 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: Denali, except to the extent that such a right is extended by the local education agency.

ELEMENT P: RIGHTS OF COUNTY EMPLOYEES

“A description of the rights of an employee of the county office of education, upon leaving the employment of the county office of education, to be employed by the charter school, and a description of any rights of return to the county office of education that an employee may have upon leaving the employ of the charter school.”

-California Education Code Section 47605.6(b)(5)(P)

No public SCCOE or school district employee shall be required to work at the Charter School. All employees of SPS: Denali shall be considered the exclusive employees of Summit Public Schools and not SCCOE or any school district unless otherwise mutually agreed in writing. Employees of SCCOE or a school district who choose to leave the employment of SCCOE or a school district to work at Summit Public Schools and who later wish to return to SCCOE or the school district will have no automatic rights of return to SCCOE or the school district, and shall be treated the same as any other former SCCOE or school district employee seeking reemployment in accordance with SCCOE or school district policy, applicable law, and applicable bargaining agreements. Summit Public Schools shall not have any authority to confer any rights to return on SCCOE or school district employees. Sick or vacation leave or years of service credit at SCCOE or any school district shall not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

A former employee of SCCOE or 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.

ELEMENT Q: CLOSURE PROTOCOL

“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 47605.6(b)(5)(Q)

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 Charter 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 Charter School, the County, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents 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 Charter 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 effective date of closure.

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

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

shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the Charter School and shall be provided to the County 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: Denali.

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

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter 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 County or County property will be promptly returned upon Charter School closure to the County. 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 Charter School.

As Summit Public Schools is organized by 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 Z, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budget

“The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash-flow and financial projections for the first three years of operation.”

- California Education Code Section 47605.6(h)

SPS: Denali’s budget is based upon the experience of operating SPCHS from 2003 – 2012 and EPHS from 2009 – 2012. The five year budget, cash flow and narrative can be found in Appendix Z.

The budget demonstrates that when the Charter School is fully enrolled with 733 students, there will be a very small need for private funding. The Charter School will operate its basic program on the general purpose entitlement, categorical block grant revenue and federal funding amounts.

Financial Reporting

Summit Public Schools fiscal control policies and procedures (Appendix AA) will be used to guide SPS: Denali’s operation. The fiscal policies have been adopted by the Board of Summit Public Schools and reviewed by the independent financial auditors of both SPCHS and EPHS. SPS: Denali 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: Denali. 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 comprehensive insurance to charter schools. It is SPS: Denali’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 BB, as an example of what SPS: Denali will expect for coverage.

Administrative Services

“The county board of education shall require that the petitioner or petitioners provide information regarding the manner in which administrative services of the school are to be provided.”

-California Education Code Section 47605.6(h)

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development

either through its own staff or through an appropriately qualified third-party contractor. SPS: Denali will contract, as needed, with providers who are skilled in their field and have experience with charter schools.

Transportation

The Charter 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.

IMPACT ON THE CHARTER AUTHORIZER

“The county board of education shall require that the petitioner or petitioners provide information regarding potential civil liability effects, if any, upon the school, any school district where the charter school may operate and upon the county board of education.”

-California Education Code Section 47605.6(h)

Potential Civil Liability Effects

SPS: Denali 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 23701(d).

Pursuant to the Education Code Section 47604(c), the County 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 County has complied with all oversight responsibilities required by law. SPS: Denali shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of SPS: Denali.

Further, Summit Public Schools and the County shall enter into a memorandum of understanding, wherein SPS: Denali shall indemnify the County for the actions of SPS: Denali 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.

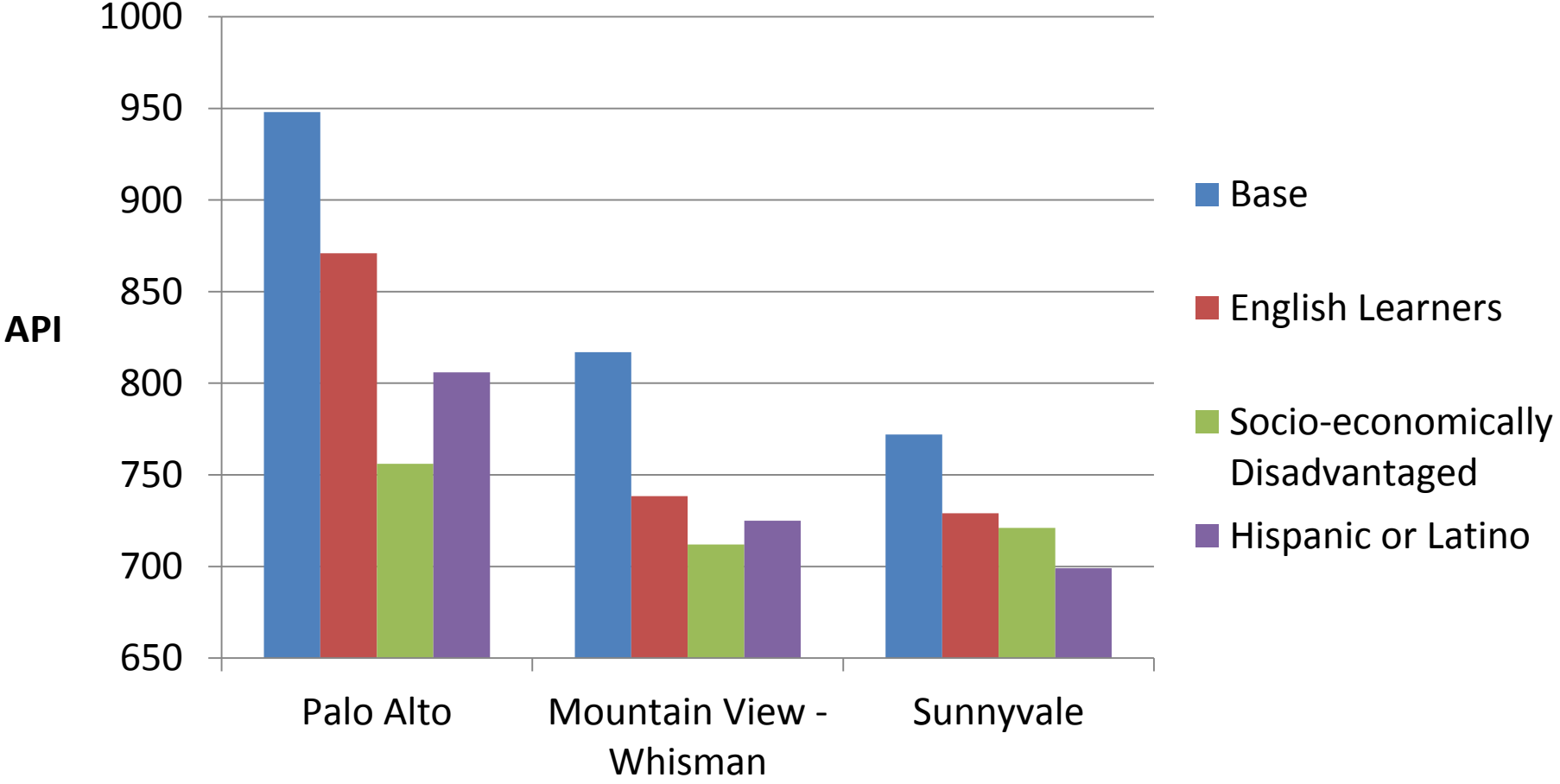
As stated above, insurance amounts will be determined by recommendation of the County and the Charter School’s insurance company for schools of similar size, location, and student population. The County shall be named an additional insured on the general liability insurance that Summit Public Schools maintains for the operation of SPS: Denali.

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.

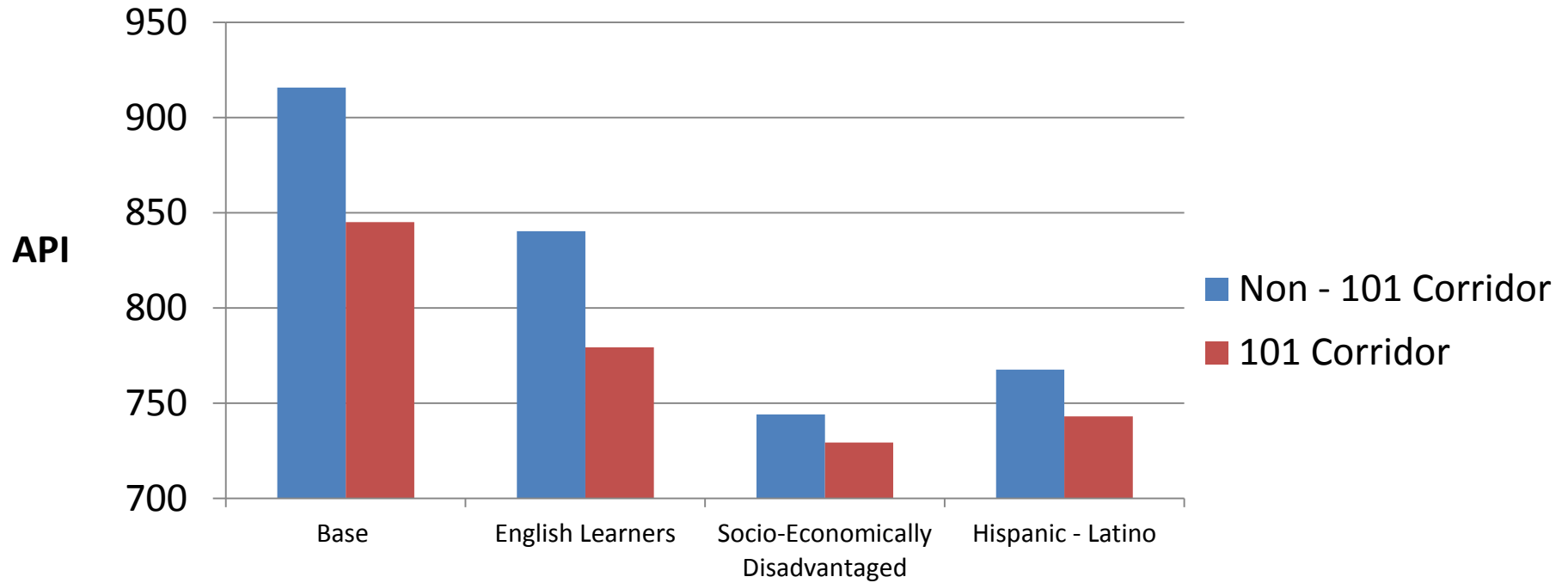
CONCLUSION

By approving this charter, the Santa Clara County Board of Education will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five year term through August 24, 2018.

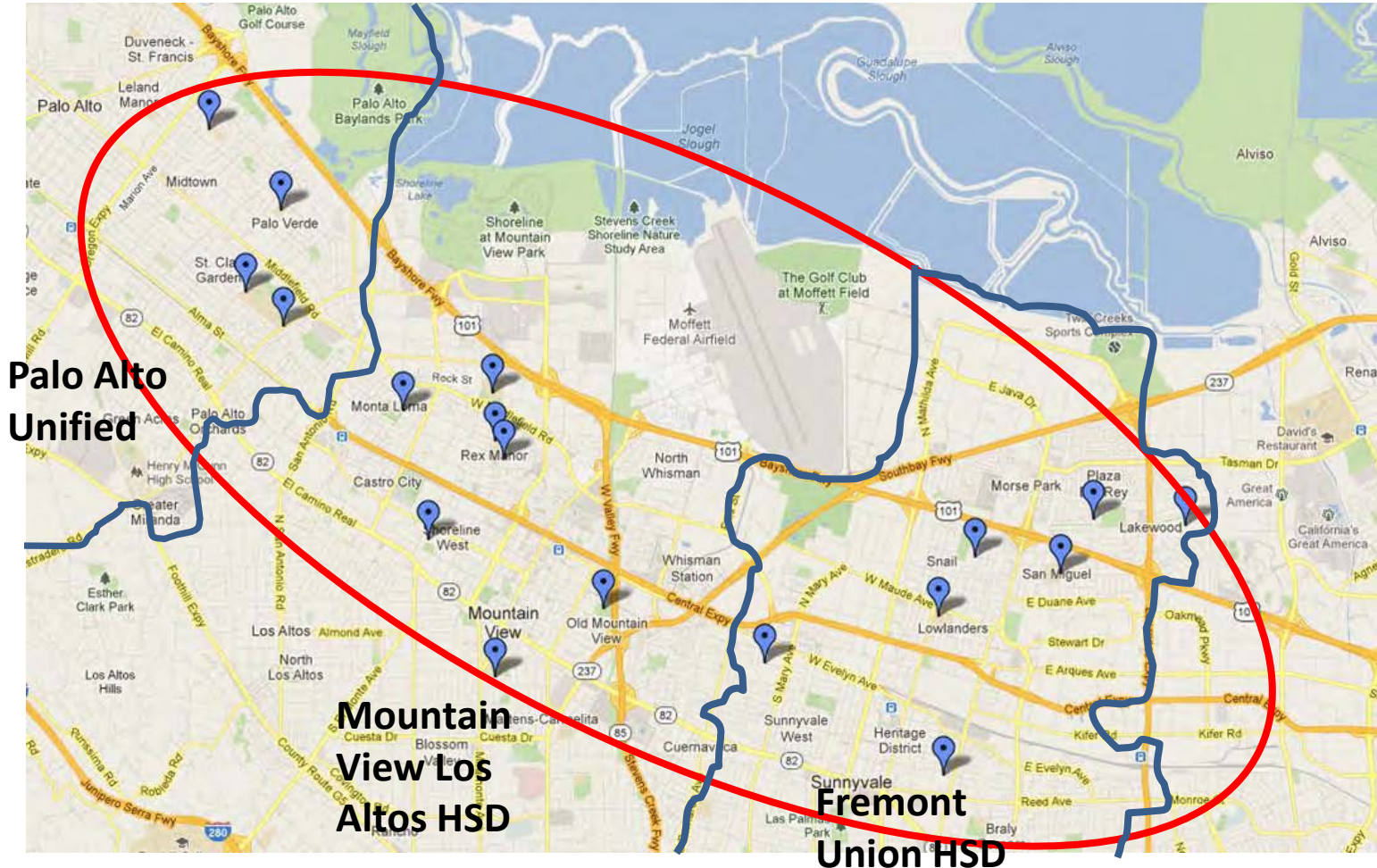
Northern SCC: 101 - Corridor



Non-101 Corridor and 101 Corridor



Schools in the 101 corridor



Appendix B – Sample Bell Schedule

Sample Bell Schedule (Grades 6 – 8)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 9:20	Progress check / Mentor time	Spanish	Spanish	Spanish	Spanish
9:25 – 11:00	Language arts / humanities	Language arts / humanities	Language arts / humanities	Language arts / humanities	Language arts / humanities
11:05 – 12:00	Math	Science	Math	Science	Math
12:00 – 12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40 – 1:40	Science	Progress check / Mentor time	Science	Progress check / Mentor time	Science
1:45 – 2:30	Physical Education	Math	Physical Education	Math	Physical Education
2:30 – 3:45	Math	Math	Progress check/ Mentor time	Math	Progress check / Mentor time

Sample Bell Schedule (Grades 9 – 12)

Week A

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:25	Spanish	Spanish	Spanish	Spanish	Spanish
9:30-10:25	Biology	Biology	Biology	Biology	Biology
10:30-11:25	World Studies I	World Studies I	World Studies I	World Studies I	World Studies I
11:30-12:25	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I
12:25-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-2:00	Algebra/IL	Algebra/IL	Connections	Algebra/IL	Algebra/IL
2:05-3:00	Geometry	Geometry	Connections	Geometry	Geometry
3:00-3:45	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting

Week B

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:25	Algebra/IL	Algebra/IL	Algebra/IL	Algebra/IL	Algebra/IL
9:30-10:25	Geometry	Geometry	Geometry	Geometry	Geometry
10:30-11:25	Spanish	Spanish	Spanish	Spanish	Spanish
11:30-12:25	Biology	Biology	Biology	Biology	Biology
12:25-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-2:00	World Studies I	World Studies I	Connections	World Studies I	World Studies I
2:05-3:00	English/Language Arts I	English/Language Arts I	Connections	English/Language Arts I	English/Language Arts I
3:00-3:45	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting

Week C

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:25	World Studies I	World Studies I	World Studies I	World Studies I	World Studies I
9:30-10:25	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I	English/Language Arts I
10:30-11:25	Algebra/IL	Algebra/IL	Algebra/IL	Algebra/IL	Algebra/IL
11:30-12:25	Geometry	Geometry	Geometry	Geometry	Geometry
12:25-1:05	Lunch	Lunch	Lunch	Lunch	Lunch
1:05-2:00	Spanish	Spanish	Connections	Spanish	Spanish
2:05-3:00	Biology	Biology	Connections	Biology	Biology
3:00-3:45	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting	Mentor Meeting

Appendix D - Personalized Learning Plan Templates for 2013-2014 Grade 6

Date:

Long-term Goals

College – .

Career –

Personal Development -

Community Contribution -

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. Achieve a _____ level (Basic, Proficient, Advanced) on the California Standards Test - Grade 6 for English-Language Arts and a _____ level in Mathematics, thereby improving by my performance by _____ level(s) from last year.

3. Complete at least 40 hours of community service 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

_____ Community service

•

_____ Leadership

•
 _____ Extra curricular activities
 •

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 2014-2015 Grade 7

Date:

Long-term Goals

College – .

Career –

Personal Development -

Community Contribution -

Short-term Goals

1. Earn a _____ grade point average in my five academic courses.
 - 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 7 for English-Language Arts and a _____ level in Mathematics, thereby improving by my performance by _____ level(s) from last year.
3. Complete at least 40 hours of community service 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

_____ Community service

•

_____ Leadership

•

_____ Extra curricular activities

•

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 2015-2016 Grade 8

Date:

Long-term Goals

College – .

Career –

Personal Development -

Community Contribution -

Short-term Goals

6. Earn a _____ grade point average in my five academic courses.
 - 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) _____.
7. Achieve a _____ level (Basic, Proficient, Advanced) on the California Standards Test - Grade 8 for English-Language Arts and a _____ level in Mathematics, thereby improving by my performance by _____ level(s) from last year.
8. Complete at least 40 hours of community service by participating in the following activities:
 - a. Fall –
 - b. Winter –
 - c. Spring –
9. Improve upon a specific area of need.
10. Improve upon a specific area of strength.

Items to be completed this year

_____ Community service

•

_____ Leadership

•

_____ Extra curricular activities

•

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 20__-20__ Grade 9

Date:

Long-term Goals

College – .

Career –

Personal Development -

Community Contribution -

Finance –

Short-term Goals

6. 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) _____.
7. 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.
8. Complete at least 100 hours of physical activity by participating in the following activities:
 - a. Fall –
 - b. Winter –
 - c. Spring –
9. Improve upon a specific area of need.
10. Improve upon a specific area of strength.

Items to be completed this year

- _____ Visit the following colleges
1. 9th 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 20__-20__ 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. 10th 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 20__-20__ 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. 11th 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

Weekly Strategies / Timeframes

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 20__-20__ 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. 9th grade _____
 2. 10th grade _____
 3. 11th 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							

Appendix E – Narrative Description of a Typical Day for a Student

Average Middle School Student

The school opens at 7:30 am each morning. The student will arrive between 7:30 am and 8:20 am. Prior to the start of class the student can use the computers to check his progression towards goals, he can complete homework, utilize study spaces, work with peers or group work partners or meet individually with a teacher. At 8:30 am the student will begin his first class or a personalized check-in with his mentor, which will inform content and instruction choices for the week. Between 8:30 am and 12:00 pm the student will engage in the morning block of instruction. The morning block could include English/Language Arts, foreign language, and part of the mathematics class. After lunch between 12:40 pm and 3:45 pm the student will engage in the afternoon block of instruction, which could include science, mathematics, physical education, and an Independent Learning period (IL). During the Independent Learning period (IL), the student will be instructed as to how to form study groups and receive and give appropriate help and support to peers. Additionally during IL, 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. Students are encouraged to work on the most difficult subjects and assignments while they have access to peers and faculty members. The final part of the day is a personalized assessment progress check with his mentor.

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 will be used to maximize learning 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. For example, one day the student might attend a joint lesson in history and social science. During this lesson, students will be working towards mastery of both English language arts and history standards. The collaboratively designed lesson asks students to research, addressing English standards, and incorporate content from lessons on the Vietnam War, addressing history standards. The students will also be reading and analyzing

The Things They Carried by Tim O'Brien in their additional blocked time of IL, with levels of teacher support relative to their reading levels.

Teachers utilize pre-assessment information to guide expectations for individual students' level of mastery on the standards for each unit. 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 and a student will never have more than one major assessment or major mastery assignment on a single day. Grade level teachers will work together to ensure that all assessments and major assignments are evenly distributed throughout the semester. In addition, teachers will work to observe the best practice of limiting the amount of work to be completed outside of the classroom each day, including studying and preparing for assessment, to no more than 30 minutes.

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 – one of several internal accountability structures developed by the Summit faculty. 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 12:00 and 12:40 pm. The student may bring his lunch or purchase a school lunch from the school lunch caterer. During this time he will be encouraged to socialize and engage in school clubs or activity meetings.

Two to three days a week, the student will spend time in the afternoon with his mentor for a personalized check-in on progress towards academic and character goals. Each student has a mentor who is a faculty member. The mentor will meet with his approximately 16 mentees for different amounts of time each day, depending on the individual students' progress towards goals. During longer mentor time meetings the mentor will share school announcements, facilitate an 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 one of more of his teacher's office hours before or after school to ask individual questions or receive help. This student will

access the Illuminate system to check the homework assignments or access the handouts and materials. The Illuminate system will also be used regularly by the student and his parents to track his current grades, attendance and to check assignment due dates.

In addition to his academics, this student may also choose to participate on a school athletic team, join an after school club, or complete a community service project, all of which will be documented in the student's Personalized Learning Plan (PLP). The PLP is a plan created at the beginning of the school year and monitored by the student and his mentor. (Please see Appendix D for sample PLP templates).

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 Personalize 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 the faculty during the Intersession periods. During these sessions the teachers will work with individuals 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 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

Princeton Review and Kaplan for AP

National Council on History and Social Sciences magazine

New York Times, 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)

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: 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>

Handbook Table of Contents

Topic	Page
Contact Information	3
Board Members/Governing Council	3
Communication Policy	3
Mentor Group Information	3
School Calendar	4
Event Calendar	5-6
Event Details	6
WASC and ESLRs	7
Student Schedule Information	8-9
Everest School Norms	10-11
Everest School Rules	11
School Lunch Information	12
Closed Campus Policy	12
School Hours	12
Drop-off and Pick-up Information	12
<i>Everest's Core Characteristics</i>	<i>13-25</i>
Decision Making at Everest	13
Volunteerism and Community Service	14
Grading Policy	15-16
Graduation Requirements	16
Four-year Program of Study	17
Class Participation Rubric	18
Plagiarism Policy	19
Technology & Acceptable Use Policy	20
Personal Appearance Philosophy	21
Student Tool Kit	22
Graduated Discipline Plan	23
Attendance Policy	24
Tardy Policy	25-26
Suspension and Expulsion Policy	26-29
Acknowledgement and Signature Page	36

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
Administration			
Executive Director	Jon Deane	650-366-1050	jdeane@everestphs.org
Assistant Director	Meghann Tovar	650-366-1050	mtovar@everestphs.org
Faculty			
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
Teacher Candidates			
English	Josephine Pham	650-366-1050	jopham@stanford.edu
Math	Chris Lewine	650-366-1050	clewine@stanford.edu
The Summit Institute			
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

TSI Executive Board	Everest's Governance Council
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. This is mandatory.
AUG	20	7:00-9:00 pm	New Parent Orientation & Facility Tour. This is mandatory.
Semester 1			
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 (mandatory).
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.
Intersession 1			
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.
Semester 2			
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.
Intersession 2			
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 9th and Saturday, October 10th. PLP Conferences will be scheduled during Back-to-School Night.

Picture Day

Company representatives will be on campus on September 21st 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"> • Standing up for one’s beliefs. • Leadership • Taking thoughtful risks – socially, and academically. 	<ul style="list-style-type: none"> • Speaking up to fight prejudice, hate speech, and all other disrespectful words and actions. • Making a positive change in the community • Trying, even when a task is difficult. 	<ul style="list-style-type: none"> • Ignoring injustice • Following the crowd. • Jumping into the marsh

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"> • Empathy (walking in another person's shoes) <li style="padding-left: 40px;">• A desire to help others • A sense of responsibility for others' success and well-being. 	<ul style="list-style-type: none"> • Feeling another person's pain, joy, suffering, or pride. • Volunteering in the community • Actively participating to help another person succeed. 	<ul style="list-style-type: none"> • Putting oneself before others. <li style="padding-left: 40px;">• Put downs <li style="padding-left: 40px;">• Indifference or cruelty. • Thinking and acting according to one's own needs only.

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

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 9th Grade:

9th 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"> * 4 Years Social Science * 4 Years English Language Arts * 4 Years Mathematics * 4 Years Laboratory Science * 4 Years Language Other than English | <ul style="list-style-type: none"> * 1 Year Visual and Performing Art * 3 Years Elective * 4 Years Connections * 4 Years Physical Activity |
|---|--|

Four Year Program of Study

	9th Grade	10th Grade	11th Grade	12th Grade
Social Science	World Studies I	World Studies II	AP US History & Government I	AP US History & Government II
English	Literature and Personal Development	Literature: The Individual and Society	AP English Language and Composition	AP English Literature and Composition
Math	Geometry (all) Algebra I	Algebra II	Pre-Calculus & Trigonometry	AP Statistics or AP Calculus
Science	Biology	Chemistry	Physics	AP Environmental Science
Spanish	Appropriate level	Appropriate level	Appropriate level	Appropriate level
Elective	Visual/Performing Art	Elective	Elective	Elective
Connections	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"> • Doing the “right” thing, even when no one else will know. • Emphasizing principle over result • Examining and acting on one’s morals and ethics. 	<ul style="list-style-type: none"> • Returning money that you find • Always turning in original work • Refusing to break “rules” in order to win • Telling the truth for the betterment of the community even if it gets you or a friend in trouble • Doing what you believe in and believing in what you do. 	<ul style="list-style-type: none"> • Living by an “as long as I can get away with it” mentality • Winning at all costs • Plagiarism or thievery • Assuming that what you believe to be “right” is right for everyone

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"> • Giving someone answers on any assignment, test, or project. • Communicating related information to another student in anyway during a test or exam. • Handing your work to someone else for them to use. Even if you didn’t believe that it was their intention to copy you! • Using an online language translator for Spanish class • Copying or passing off information on the internet without giving credit to the source. 	<ul style="list-style-type: none"> • Helping a fellow student independently understand an assignment through working with them directly (and not showing them the answers!). • 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. • Using a dictionary or thesaurus for reference • Using information online and citing it with MLA format.

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"> Valuing and contributing your unique, individual gifts and abilities Valuing and treating with dignity the unique gifts and abilities of others Valuing and caring for the community and buildings 	<ul style="list-style-type: none"> Dressing appropriately Eating nutritious foods Getting plenty of rest Taking advantage of opportunities Listening when others speak. Making an effort to get to know everyone Thanking someone for teaching you something new or for opening your eyes to a different perspective 	<ul style="list-style-type: none"> Giving up on yourself Being destructive Calling people names Making fun of people Excluding people Making a mess and expecting others to clean up Showing up late Writing on desks or textbooks, or damaging school property

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 (6th 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"> • Following through on your commitments and obligations • Accepting the consequences of your actions • Dedication to improving yourself and your community 	<ul style="list-style-type: none"> • Completing tasks, schoolwork, club or team membership with a sense of pride • Cleaning up a spill that you have caused • Asking for help when you need it <ul style="list-style-type: none"> • Noticing a need and filling it without being told 	<ul style="list-style-type: none"> • Delaying, neglecting, or handing off commitments. • Blaming other people • Acting in a manner that makes life more difficult for others

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.

Appendix G – Sample course plans

Summit Public Schools has a demonstrated track record of effective curriculum and instructional design. Included in this appendix are:

1. Sample vertical course plans for grades 9 – 12, which come from current Summit Public Schools.
2. Examples of course plans for grades 6 – 8, which will serve as a starting point for Summit Public School: Denali’s faculty to enhance, improve upon, and integrate into the Summit model.

Part 1 – Vertical Course Plans for grades 9 - 12

Below are sample vertical course plans for grades 9 – 12, which come from current Summit Public Schools. All course plans created by Summit faculty share a set of characteristics:

1. They are based, when available, on the common core standards
2. They are skills focused
3. They are generated by teams of teachers collaborating with partners across school sites, at Summit Public Schools, and in the broader education and ed-tech community.

All decisions around the design of instructional materials must meet Summit’s mission to prepare all students for college. This implies that all instructional plans include frequent formative assessment, a wide range of instructional strategies for students with special education needs, students who are English language learners, students who have wide ranges of skills background, and rigorous content and pacing that put all students on a college preparatory trajectory. In addition, pedagogical decisions are collaboratively made and rooted in research-based best practices. The goals and sequence of course plans will follow the common core standards.

Summit Public Schools – Science 9th - 12th GRADE PROMOTIONAL REQUIREMENTS

Philosophy of department
Science classes at Summit Public Schools immerse students in rigorous, hands-on, inquiry-based learning experiences grounded in standards from the National Academy of Sciences and the state of California. Students develop an appreciation for the nature of science--how we know is just as important as what we know. With an eye on real-world applications, we strive to create opportunities for students to explore their own interests while developing the skills and content knowledge necessary for success in college-level courses.

Year	Course Offered	Types of Assessment
------	----------------	---------------------

9	Biology or Physics	State assessments, project based- assessment, formative and summative assessments
10	Biology or Physics	
11	Chemistry	
12	AP Environmental Science	

In addition to discipline-specific content standards outlined by the National Academy of Sciences and California state standards, science courses focus on the development of skills across the following scientific and engineering practices:

Scientific and Engineering Practices

Concepts

1. Asking Questions and Defining Problems
2. Developing and using models
effect: Mechanism and explanation
3. Planning and carrying out investigations
proportion, and quantity
4. Analyzing and interpreting data
system models
5. Using mathematics and computational thinking
matter: Flows, cycles, and conservation
6. Constructing explanations (for science) and designing solutions (for engineering)
function
7. Obtaining, Evaluating, and Communicating Information
change

Crosscutting

1. Patterns
2. Cause and effect
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter
6. Structure and function
7. Stability and change

Practice 1: Asking Questions and Defining Problems

- Ask questions about the natural and human-built worlds.
- Use questions to design an inquiry or construct a pragmatic solution.
- Ask probing questions to understand an argument.
- Identify constraints and specifications for a solution.

9th	10 th	11th	12th
Ask <i>scientific</i> questions about the natural and human-built worlds.	Ask <i>scientific</i> questions about the natural and human-built worlds.	Ask <i>scientific</i> questions about the natural and human-built worlds inspired by patterns or contradictions in data or observation.	1.a Ask <i>scientific</i> questions about the natural and human-built worlds inspired by patterns or contradictions in data or observation then refining the question based on research.
Define a	Distinguish between testable	Questions can be answered empirically in the lab.	1.b Questions can be answered empirically in the

problem and potential solutions	and researchable questions. Define a problem and potential solutions within a constrained system.	Ask probing questions that seek to identify the premises of an argument or the data that back a claim. Define a problem and potential solutions within a constrained system.	lab. 1.c Ask probing questions that seek to identify the premises of an argument or the data that back a claim. 1.d Define constraints and specifications for a solution.
---------------------------------	--	---	---

Practice 2: Developing and Using Models

- Construct and use models as representations of events or systems.
- Represent and explain a single phenomenon with multiple types of models.
- Discuss the limitations and precision of models.
- Use models to test design solutions or investigate questions.

9th	10 th	11th	12th
Construct and use models as representations of events or systems. Use an existing model to investigate a new question.	Construct and use models as representations of events or systems. Use an existing model to investigate a new question.	Represent and explain a single phenomenon with multiple types of models. Discuss the limitations and precision of models and describe when a particular model is most useful. Use an existing model to investigate a new question. Develop or expand a model through investigation and experimentation.	2.a Represent and explain a single phenomenon with multiple types of models. 2.b Discuss the limitations and precision of models and describe when a particular model is most useful. 2.c Use an existing model to investigate a new question. 2.d Develop or expand a model through investigation and

			experimentation.
--	--	--	------------------

Practice 3: Planning and Carrying Out Investigations

- Frame a hypothesis from a testable question.
- Decide the type and quantity of data needed
- Decide what tools are needed for data collection.
- Plan experimental procedures.
- Consider possible confounding variables.

9th	10 th	11th	12th
Make predictions or early hypotheses.	From a testable question, make predictions or early hypotheses.	From a testable question, write simple hypotheses that lead to predictions.	3.a From a testable question, write simple hypotheses that lead to predictions.
Select tools to gather your data.	Decide what data are needed to answer your question.	Distinguish between a hypothesis and a prediction. Decide what data are needed to answer your question.	3.b Distinguish between a hypothesis and a prediction. 3.c Determine the quantity of data needed to produce reliable measurements that answer your question.
Follow procedures.	Select tools to gather your data and understand the limitations of the tools.	Select tools to gather your data and understand the precision of the tools.	3.d Select tools to gather your data and understand the precision of the tools.
Summarize procedures	Follow procedures. Write simple procedures or parts of procedures.	Follow procedures.	3.e Follow procedures.
Identify dependent, independent and confounding variables and controls.	Summarize procedures and the intent of the experiment.	Summarize experimental design and the intent of the experiment.	3.f Summarize experimental design and the intent of the experiment.
	Identify dependent, independent and confounding variables and controls.	Identify dependent, independent and confounding variables and controls and use these to write simple procedures.	3.g Identify dependent, independent and confounding variables and use these to write the procedure.
		Critique an experimental design or procedure for design flaws, bias and next steps.	3.h Critique an experimental design or procedure for design

			flaws, next steps
--	--	--	-------------------

Practice 4: Analyzing and Interpreting Data

- Use data to evaluate hypotheses.
- Collate, summarize, and display data to help reveal patterns and relationships.
- Evaluate the strength of a conclusion with mathematical techniques.
- Evaluate and critique the performance of a design solution or experimental procedure.

9th	10 th	11th	12th
<p>Recognize when data are consistent with a hypothesis.</p> <p>Organize data into tables and graphs.</p> <p>Identify general trends in data (increase, decrease, stay the same) and cause and effect relationships.</p> <p>Qualitatively evaluate the strength of a claim using evidence.</p> <p>Identify sources of human and non-human error in an experimental design.</p>	<p>Use data to evaluate hypotheses.</p> <p>Organize data into appropriately labeled tables and graphs.</p> <p>Identify patterns that emerge from organized data and cause and effect relationships.</p> <p>Qualitatively evaluate the strength of a claim using evidence and considering acceptable variability in data.</p> <p>Identify sources of human and non-human error in an experimental design.</p>	<p>Use data to evaluate a hypothesis and consider revisions to it.</p> <p>Organize data into tables, spreadsheets, graphs and perform statistical analyses.</p> <p>Identify patterns that emerge from organized data and cause and effect relationships.</p> <p>Use simple mathematical techniques to evaluate the strength of a claim. (Ex: % error.)</p> <p>Identify and distinguish between sources of human and non-human error in an experimental design. Determine the effect of the error on the outcome.</p>	<p>4.a Use data to evaluate a hypothesis and consider revisions to it.</p> <p>4.b Organize data into tables and graphs and perform statistical analyses.</p> <p>4.c Identify patterns that emerge from organized data and distinguish between causal and correlational relationships.</p> <p>4.d Use simple mathematical techniques to evaluate the strength of a claim. (Ex: % error.)</p> <p>4.e Identify and distinguish between sources of human and non-human error in an experimental design. Determine the effect of the error on the outcome.</p>

Practice 5: Using Mathematics and Computational Thinking

- Recognize dimensional quantities and use appropriate units.

- Express relationships and quantities in appropriate mathematical forms.
- Compare mathematical model to actual data or real world reality.
- Analyze data with appropriate math/statistics.

9th	10th	11th	12th
<p>Scientific Notation (converting, use in calculation)</p> <p>Draw a graph with dependent on x and independent on y, with consistent scales and units.</p> <p>Estimation as it applies to size and predicting outcomes</p> <p>Using given data to solve problems</p>	<p>Scientific Notation (converting, use in calculation)</p> <p>units and dimensional analysis (unit conversions)</p> <p>Select appropriate graph type or data; ability to graph positive and negative data</p> <p>Estimation as it applies to size and predicting outcomes</p> <p>Using given data to solve problems</p> <p>Determine and use equation(s) (linear, quadratic) relating to a given situation.</p>	<p>Scientific Notation (converting, use in calculation)</p> <p>units and dimensional analysis (unit conversions)</p> <p>comparing quantities and using log/linear scales</p> <p>Select and creating graphs electronically with best fit line.</p> <p>Students are able to predict answers and data outcomes for estimation</p> <p>Identify useful data for solving problem</p> <p>Use equations and known patterns to solve problems (linear, quadratic, logarithmic, exponential)</p> <p>Compare mathematical model to actual data or real world reality</p>	<p>5.a Scientific Notation (converting, use in calculation)</p> <p>5.b units and dimensional analysis (unit conversions)</p> <p>5.c comparing quantities and using log/linear scales</p> <p>5.d Procedural fluency selecting and creating graphs electronically with best fit line.</p> <p>5.e Students are able to predict answers and data outcomes for estimation and per capita</p> <p>5.f Identify useful data for solving problem</p> <p>5.g Use equations and known patterns to solve problems (linear, quadratic, logarithmic, exponential)</p> <p>5.h Compare mathematical model to actual data or real world reality</p>

Practice 6: Constructing Explanations from Evidence

- Explain phenomena using accepted scientific knowledge
- Construct and evaluate scientific arguments using evidence and reasoning
- Explain the origin and continuing development of scientific ideas.

9th	10 th	11th	12th
-----	------------------	------	------

<p>Identify claim, choose from given evidence which supports the claim, and explain your reasoning.</p> <p>Recognize the strengths and weaknesses of others' arguments.</p> <p>Identify the gradual progression of scientific concepts.</p>	<p>Make a claim, support with evidence, and explain your reasoning.</p> <p>Recognize the strengths and weaknesses of others arguments.</p> <p>Describe the gradual progression of scientific concepts.</p>	<p>Explain phenomena using evidence and accepted scientific knowledge to support a claim.</p> <p>Recognize the strengths and weaknesses of your written arguments.</p> <p>Explain the origin, controversy and debate surrounding the progression of scientific concepts.</p>	<p>6.a Explain phenomena using evidence and accepted scientific knowledge in extended written form with multiple sources of supporting evidence</p> <p>6.b Recognize and evaluate the strengths and weaknesses of your written arguments. Justify selected pieces of evidence over others.</p> <p>6.c Explain the origin, controversy and debate surrounding the progression of scientific concepts and why that process is important.</p>
---	--	--	--

Practice 7: Obtaining, Evaluating, and Communicating Information

- Read and interpret scientific text and media.
- Synthesize information from a range of sources to explain phenomena.
- Recognize and produce the major features of scientific communication.
- Analyze the validity and reliability of data, hypotheses and conclusions in scientific literature.
- Analyze media reports in science with a critical lens.

9th	10 th	11th	12th
<p>Read, summarize, and identify key points of general science text and media.</p> <p>Use source(s) to explain</p>	<p>Read, summarize, and identify key points of scientific text and media.</p> <p>Use a range of</p>	<p>Read, summarize, and identify key points of professional scientific text and media.</p>	<p>7.a Read, summarize, and interpret professional scientific text and media and analyze the validity and reliability of data, hypotheses and conclusions.</p>

<p>phenomena, concepts, or processes.</p> <p>Recognize and produce some of the major features of scientific communication, such as: text, tables, diagrams, graphs and mathematical expressions.</p>	<p>sources to explain phenomena, concepts, or processes.</p> <p>Recognize and produce the major features of scientific communication.</p>	<p>Gather information from a range of sources to explain phenomena, concepts, or processes.</p> <p>Recognize and produce the major features of scientific communication.</p>	<p>7.b Synthesize information from a range of sources to explain phenomena, concepts, or processes.</p> <p>7.c Recognize, produce, and integrate the major features of scientific communication.</p>
--	---	--	--

Practice 8: Recognizing Crosscutting Concepts

- **Patterns** guide organization, classification, and prompt questions about relationships.
- **Cause and Effect** A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated.
- **Scale, proportion, and quantity.** Recognize how changes in scale, proportion, or quantity affect a system's structure or performance.
- **Energy and matter:** Tracking transfer of energy and matter into, out of, and within systems helps one understand the systems' possibilities and limitations.
- **Structure and function.** The way in which an object or living thing is structured or shaped determines many of its properties and functions.
- **Stability and change.** Stability, rates of change and their relationship are fundamental parts of science.

The following is a skills-based rubric reflecting student progression over four years. Students in grades 9 & 10 would be working with steps 0-3 on the continuum with the goal of achieving proficiency at step 3 by the end of 10th grade. Students in grades 11 & 12 will focus on steps 3-6 on the continuum with step 3 being incomplete/needs revision and step 6 being advanced.

Science Department Continuum of Skills Progression

	0 (Incomplete)	1 (tried, gaps)	2 9th	3 10th	4 11th	5 12th	6 Emerging Experts
<p>Practice #1 Asking questions and defining problems</p>	<ul style="list-style-type: none"> - Does not ask <i>scientific</i> questions - Defines a problem and unrelated solutions - Does not question an argument. 	<ul style="list-style-type: none"> - Asks <i>scientific</i> questions - Defines a problem and somewhat connected solutions - Asks questions about an argument. 	<ul style="list-style-type: none"> - Asks testable <i>scientific</i> questions - Defines a problem and related potential solutions. - Attempts to question an argument to identify the premise 	<ul style="list-style-type: none"> - Asks valid and testable <i>scientific</i> questions based on patterns or observation - Defines a problem and potential solutions within a constrained system. - Asks questions to identify the premise of an argument 	<ul style="list-style-type: none"> - Asks and empirically tests scientific questions based on patterns, data, or observation - Defines a problem and evaluate a potential solution within a constrained system. - Identifies premise of an argument and asks probing questions to challenge the premise 	<ul style="list-style-type: none"> - Asks, empirically tests, and refines data- based <i>scientific</i> questions based on research. - Independently analyzes constraints and specifications for a solution. - Researches probing questions that challenge the premise of an argument. 	<ul style="list-style-type: none"> - Uses current scientific research to ask and refine scientific questions to push the scientific canon - Analyzes constraints for a solution and justifies feasible alternatives. - Synthesizes research to form probing questions to challenge the premise of an argument.
<p>Practice #2 Developing and using models</p> <p><u><i>model:</i></u> Simplified mental and conceptual understandings of complex phenomena.</p>	<ul style="list-style-type: none"> - Incorrectly uses models as representations of situations. 	<ul style="list-style-type: none"> - Uses models as representations of situations. 	<ul style="list-style-type: none"> - Uses and attempts to construct models as representations of situations. - Attempts to use models to predict outcomes. 	<ul style="list-style-type: none"> - Uses and constructs models as representations of situations - Uses models to predict outcomes. - Attempts to use models to guide new investigations. 	<ul style="list-style-type: none"> - Uses and constructs multiple models to represent situations. - Uses models to predict outcomes in novel situations. - Uses models to guide new investigations. 	<ul style="list-style-type: none"> - Constructs and compares multiple models to determine when a particular model is most useful. - Uses multiple models to predict outcomes in novel situations. - Develops or refines a model through experimentation. 	<ul style="list-style-type: none"> - Fluently translates among multiple models. - Identifies conflicts or inconsistencies in models as sources for future study.
<p>Practice #3 Planning and carrying out investigations</p>	<ul style="list-style-type: none"> - Does not hypothesize or makes a nonsensical guess - Does not identify data being collected. - Does not gather data. - Does not follow procedures. 	<ul style="list-style-type: none"> - Makes a guess without reasoning. - Misidentifies data being collected. - Attempts to gather data without using appropriate tools. - Follows procedures. - Identifies 	<ul style="list-style-type: none"> - Makes predictions or early hypotheses - Identifies data being collected in a given experiment. - Uses appropriate tools to gather data. - Summarizes procedures. 	<ul style="list-style-type: none"> - From a testable question, makes predictions or early hypotheses. - Determines the data needed to answer question when given options. - Selects 	<ul style="list-style-type: none"> - Writes simple hypotheses that lead to predictions. - Determines the data needed to answer question. - Selects tools to gather data and understands the limitations 	<ul style="list-style-type: none"> - Writes hypotheses that lead to specific predictions. - Determines the quantity and type of data needed to produce reliable results. - Selects tools to gather data and understands the limitations and 	<ul style="list-style-type: none"> - Writes hypotheses that are grounded in prior data and lead to specific predictions. - Determines and uses multiple types of tests needed to validate data. - Understands, selects and justifies tools used

	<ul style="list-style-type: none"> - Does not identify variables. 	<p>variables being tested.</p>	<ul style="list-style-type: none"> - Identifies dependent, independent and controls. 	<p>appropriate tools to gather data.</p> <ul style="list-style-type: none"> - Writes and summarizes simple procedures and explains the intent of the process. - Identifies dependent, independent and confounding variables and controls. 	<p>of the tools.</p> <ul style="list-style-type: none"> - Summarizes experimental design and the intent of the experiment. - Identifies variables and uses them to write simple procedures. - Critiques a procedure for design flaws and bias. 	<p>precision of the tools.</p> <ul style="list-style-type: none"> - Justifies experimental design. - Uses knowledge of variables to design a controlled experiment. - Critiques an experimental design for design flaws, bias and next steps. 	<ul style="list-style-type: none"> - Design and critique multiple controlled experiments to determine the direction of an investigation.
<p>Practice #4 Analyze and interpret data</p>	<ul style="list-style-type: none"> - Does not make connections between data and hypothesis. - Data are not organized and/or general trends and relationships are not identified. - Does not identify sources of error. 	<ul style="list-style-type: none"> - Attempts to make connections between data and hypothesis -Attempts to organize data into tables and graphs. - Attempts to explain general trends. - Attempts to identify sources of error. 	<ul style="list-style-type: none"> - Makes valid connections between data and hypothesis. - Organizes data into tables and graphs -Identifies general trends and relationships in given data. - Identifies sources of error - Attempts to identify variability in data - Attempts to qualitatively evaluate the strength of a claim using evidence. 	<ul style="list-style-type: none"> - Recognizes when data are consistent with a hypothesis. - Organizes data into tables and graphs and identifies general trends and relationships in data. - Identifies some sources of experimental error - Identifies variability in data. - Qualitatively evaluates the strength of a claim using evidence. 	<ul style="list-style-type: none"> - Evaluates hypothesis with data. - Uses tables/graphs to organize data with appropriate labels and identifies trends and relationships. - Identifies sources of experimental error and attempts to speak to the effects. - Attempts to address variability in data. - Attempts to mathematically evaluate the strength of a claim using evidence. 	<ul style="list-style-type: none"> - Justifies a revision to hypothesis from data. - Uses tables/graphs to organize data, perform analyses and identify patterns. - Identifies sources and effects of experimental error. - Addresses variability in data. - Mathematically evaluates the strength of a claim (ex. % error). 	<ul style="list-style-type: none"> - Recognize the presence of false positives in testing hypotheses. Use statistical tests (null hypotheses) to validate hypotheses. - Carefully selects tables/ graphs that not only organize data but powerfully describe the point of the study. - Uses variability and experimental error in data and responsively designs experiments to strengthen or explain the claim. - Uses numerous statistical tests to evaluate data.

<p>Practice #5 Using mathematics and computational thinking</p>	<ul style="list-style-type: none"> - Does not recognize quantities in different forms. - Does not graph data. 	<ul style="list-style-type: none"> - Recognizes quantities can be expressed in different forms. - Attempts to graph data. - Identifies given information in a problem. 	<ul style="list-style-type: none"> - Uses and converts quantities in scientific notation. - Graphs data. - Predicts answers. - Uses given patterns and information to solve problems. 	<ul style="list-style-type: none"> - Uses and converts quantities in different forms and units. - Graphs data with appropriate graph type. - Predicts and estimates answers. - Uses equations and given information to solve problems. 	<ul style="list-style-type: none"> - Uses and converts quantities in different forms, units, and scales. - Appropriately graphs data electronically with best-fit line. - Predicts and estimates answers and reasonable data. - Uses equations and identifies information to solve problems. - Draws some comparisons between mathematical models and reality. 	<ul style="list-style-type: none"> - Begins to select and convert quantities into appropriate forms, units, and scales. - Appropriately graphs data electronically with justified best-fit line. - Predicts and estimates answers and reasonable data with justification. - Selects equations and appropriate information to solve problems. - Compares mathematical models to reality. 	<ul style="list-style-type: none"> - Selects, and converts quantities into appropriate forms, units, and scales. - Selects and uses technology to represent data and justifies choices. - Predicts and estimates answers and reasonable data with quantitative justification. - Derives equations needed to solve problems. - Compares mathematical models to reality with in-depth statistical analysis.
<p>Practice #6 Constructing explanations from evidence</p>	<ul style="list-style-type: none"> - Claim is not identified. - Strengths and weaknesses are not identified - No understanding that scientific concepts change. 	<ul style="list-style-type: none"> - Identifies a claim that is not supported with evidence or reasoning. - Begins to recognize strengths and weaknesses of others' arguments. - Identifies that scientific concepts change. 	<ul style="list-style-type: none"> - Identifies claim, chooses from given evidence which supports the claim, and explains reasoning. - Recognizes the strengths and weaknesses of others' arguments. - Identifies the gradual progression of scientific concepts. 	<ul style="list-style-type: none"> - Makes a claim, supports with evidence, and explains reasoning. - Evaluates the strengths and weaknesses of others' arguments. - Describes the gradual progression of scientific concepts. 	<ul style="list-style-type: none"> - Explains phenomena using evidence and accepted scientific knowledge to support a claim. - Evaluates the strengths and weaknesses of your arguments. - Explains the origin, controversy and debate surrounding the progression of scientific concepts. 	<ul style="list-style-type: none"> - Explains phenomena using multiple sources of supporting evidence - Justifies selected pieces of evidence over others in an argument. - Explains why the progression of scientific concepts is important. 	<ul style="list-style-type: none"> - Explains phenomena in extended written form with multiple sources of supporting evidence. - Addresses and refutes counterarguments. - Explains why specific scientific concepts are no longer in use.
<p>Practice #7 Obtaining, evaluating, and communicating information</p> <p><u>Integrate:</u> charts, graphs, etc to support flow with the paper.</p>	<ul style="list-style-type: none"> - No evidence that scientific text and media has been read. - No sources used. - No recognition of major features of scientific communication (such as text, tables, diagrams, graphs, and mathematical expressions) 	<ul style="list-style-type: none"> - Some evidence that general scientific text and media has been read. - Begins to use source(s) to explain phenomena, concepts, or processes. - Recognizes some of the major features of scientific communication 	<ul style="list-style-type: none"> - Summarizes general science text and media. - Uses source(s) to explain phenomena, concepts, or processes. - Recognizes and produces some of the major features of scientific communication 	<ul style="list-style-type: none"> - Identifies key points of scientific text and media. - Uses a range of sources to explain phenomena, concepts, or processes. - Recognizes and produces all the relevant major features of scientific communication. 	<ul style="list-style-type: none"> - Identifies key points of professional scientific text and media. - Gathers information from a range of sources to explain phenomena, concepts, or processes. - Integrates the major features of scientific communication. 	<ul style="list-style-type: none"> - Interprets professional scientific text and media. Analyzes the validity and reliability of data, hypotheses and conclusions. - Synthesizes information from a range of sources to explain phenomena, concepts, or processes. 	<ul style="list-style-type: none"> - Analyze professional scientific text and media and make suggestions for improvements and next steps. - Synthesizes information from a range of primary sources to explain phenomena, concepts, or processes. - Professional quality production and integration of scientific

						- Effectively integrates the major features of scientific communication	communication
--	--	--	--	--	--	---	---------------

**Summit Public Schools
Math Department
Vertical Plan**

Revised May 2012

ALGEBRA 1

Top 5 pre-requisites:

- Basic fluency with arithmetic facts
- Mastery of operations with negative numbers
- Understanding/operations with fractions
- Basic algebraic vocabulary (variable, x/y-axis, x/y-coordinate, etc.)
- Experience with/a willingness to work with abstract ideas

Unit/topic sequence:

Unit	Topic	Common Core Standard
Number Sense	<ul style="list-style-type: none"> • Apply multiple strategies to situations that require Proportional reasoning • Construct viable arguments for determining “the better deal” 	
Variables and Expressions	<ul style="list-style-type: none"> • Combine like terms to simplify expressions • Correctly Distribute a negative sign through parentheses • Correctly Distribute a monomial times a polynomial • Apply multiple methods for Multiplying binomials 	A-SSE1a
Solving	<ul style="list-style-type: none"> • Create and Solve one- and multi-step equations, including equations with fractions • Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. • Solve linear equations in one variable. 	A-CED1, A-REI1, A-REI3
$y = mx + b$	<ul style="list-style-type: none"> • Look for and express regularity in pile patterns and t-tables • Write the equation for a linear pattern in slope-intercept form given a pile pattern, t-table, or graph • Graph an equation from slope-intercept form • Model linear situations using graphs, t-tables, and equations • Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales • Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane 	N-Q1, A-CED2, A-REI4, F-BF1, F-BF3, F-LE2
Linear Functions	<ul style="list-style-type: none"> • Find the x- and y-intercept of a line in multiple ways • Write a rule for horizontal and vertical lines • Find the slope of a line between two points • Find the equation of a line connecting two points • Construct a viable argument to explain when a relation is or is not a function • Evaluate algebraic expressions • For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship 	F-IF1, F-IF4, F-IF5

Systems of Equations	<ul style="list-style-type: none"> • Solve systems of linear equations exactly and approximately (e.g. with graphs) by graphing, Equal Ys, Substitution, and Elimination methods • Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ • Recognize slope relationships of parallel and perpendicular lines, and understand special cases of systems (no solution, infinite number of solutions) 	A-REI6
Quadratics	<ul style="list-style-type: none"> • Graph parabolas from t-tables or rules and use basic quadratic terminology • Factor a quadratic expression to reveal the zeros of the function it defines • Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial. • Solve quadratic equations by inspection, taking square roots, the quadratic formula, and factoring, as appropriate to the initial form of the equation. • Understand information the discriminant can tell you 	A-SSE3a, A-APR3, A-APR4b, F-IF5, F-IF7c, F-IF8a
Rational Expressions	<ul style="list-style-type: none"> • Factor to simplify rational expressions 	

Top 5 essential understandings/skills:

- All aspects of the distributive property
- Solving multi-step equations
- All things $y = mx + b$
- Finding the equation of a line from two points
- Factoring quadratic

GEOMETRY

Top 5 pre-requisites

- Find the area and perimeter of a rectangle and knowing the difference (definitions of both)
- Recognize the meaning of different measurements labeled on a shape (e.g. identify which number is measuring an angle and which is measuring a side length)
- Basic shape vocabulary: circle, square, rectangle, triangle, right angle, acute angle, obtuse angle
- Basic understanding of the meaning of exponents and square roots
- Substituting knowns into a formula and simplifying/evaluating

Topics Covered

Unit	Description	Common Core Standards
Pattern sniffing and multiple representations	<ul style="list-style-type: none"> • Describing patterns in multiple representations – words, graph, t-table, equation, pile pattern • Name and utilize technical writing tools that help communicate mathematical ideas 	N-Q1, N-Q2, N-Q3, G-MG1
Area	<ul style="list-style-type: none"> • Describe Area formulas in multiple representations for triangles and quadrilaterals • Calculate Area of “weird” shapes by dissection • Calculate Area of shapes on the coordinate plane 	N-Q1, N-Q2, N-Q3, A-SSE1a, A-SSE3, A-CED2, A-CED3, G-CO9, G-CO10, G-CO11, G-GPE5, G-MG1
Pythagorean Theorem	<ul style="list-style-type: none"> • Solve for missing sides of shapes using Pythagorean Theorem • Calculate perimeter • Use geometric shapes, their measures, and their properties to describe objects (specifically related to Pythagorean Theorem) • Use PT to find distances/segment lengths on the coordinate plane 	N-Q1, N-Q2, N-Q3, A-CED1, G-GPE6, G-GPE7, G-MG1
Circles	<ul style="list-style-type: none"> • Given one basic measurement of a circle (radius, circumference, diameter, area), find the other measurements • Calculate area of shaded regions (e.g. uncovered area when a circle is inscribed in a square) • Calculate Area and perimeter of sectors • Describe and utilize Relationships between arcs, central angles, and inscribed angles • Use geometric shapes, their measures, and their properties to describe objects (specifically related to circles) 	N-Q1, N-Q2, N-Q3, A-CED1, A-REI1, G-C2, G-C3, G-C5, G-MG1
Lines & Angles	<p><i>Lines & Angles topics spiraled through the first units of the course</i></p> <ul style="list-style-type: none"> • Identify and classify different types of angles • Use appropriate nomenclature and notation to name and 	N-Q1, N-Q2, N-Q3, G-CO1, G-CO9, G-CO10, G-CO11, G-MG1

	<p>describe figures)</p> <ul style="list-style-type: none"> Describe and use basic angle relationships: complementary, supplementary, sum of interior angles in a triangle, vertical angles <p><i>Lines & Angles topics new in this unit</i></p> <ul style="list-style-type: none"> Name, describe, and use angle relationships made by parallel lines and transversals Apply angle relationships to more complicated pictures Use angle relationships to set up and solve equations 	
Semester Break		
Similarity & Special Right Triangle	<ul style="list-style-type: none"> Find side lengths of similar triangles Use Fraction busters to solve proportions Use similarity conjectures to prove triangles are/are not similar Use congruency conjectures to prove triangles are/are not congruent Use Special right triangle relationships (30-60-90 and 45-45-90) to find missing sides and angles 	N-Q1, N-Q2, N-Q3, G-CO8, G-SRT1a, G-SRT2, G-SRT5, G-MG1
Right triangle trig	<ul style="list-style-type: none"> Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles Explain and use the relationship between the sine and cosine of complementary angles Use trigonometric ratios (including inverse trigonometry) and the Pythagorean Theorem to solve right triangles in applied problems. 	N-Q1, N-Q2, N-Q3, A-CED1, A-REI1, G-SRT6, G-SRT7, G-SRT8, G-MG1
Polygons & Polyhedra	<ul style="list-style-type: none"> Calculate Polygon interior and exterior angle sums and use in applied problems Calculate Area of a regular polygon given one side length Calculate Surface area of prisms and pyramids Calculate Volume of prisms, pyramids, and cones Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. 	N-Q1, N-Q2, N-Q3, G-GMD1, G-GMD2, G-GMD3, G-MG1

Top 5 post-requisites

- Find the area of any shape composed of triangles using decomposition of the shape.
- Use angle relationships in a logical progression to find missing angles in various shapes and diagrams
- Set up and solve equations based on information in diagrams and/or word problems
- Recognize and explain the difference between different types of measurements of a shape and the units that accompany each type of measurement
- Pythagorean Theorem

- Area of a triangle
- Circumference and area of a circle
- Trig ratios
- Basic 3-D volume

Top 5 Developing Requisites

- Problem-solving skills → determine the information you have and the information you want to have, then access your toolkit to figure out how to get there
- Determine reasonableness of an answer

ALGEBRA 2

Key prerequisites for Alg 2

1. Solve single variable linear equations.
2. Understand that a function is a relationship between two variables and use that understanding to make connections and solve problems.
3. Translate written scenarios into algebraic representations.
4. Graph Linear and Quadratic equations, understand how they are represented in t-tables, and understand the slope in multiple representations.
5. Solve a system of linear equations using equations, t-tables, and graphs.

Unit	Topic	Common Core Standards
Unit 1 – Linear relationships	<ul style="list-style-type: none"> • Everything about $y = mx + b$, revisited 	A-CED1, A-CED2, A-REI1, A-REI10, F-IF4, F-IF5, F-LE1ab, F-LE2, F-LE5
Unit 2 – Quadratics	<ul style="list-style-type: none"> • Translate between multiple representations; solve for x and y intercepts; determine possible x and y values; factoring; ZPP; quadratic formula; imaginary numbers; min/max; determining the vertex from an equation, graph, or t-table; understanding the a-value; modeling a real world situation using a quadratic 	N-CN1, N-CN2, N-CN3, N-CN4, N-CN7, N-CN8, N-CN9, A-SSE1ab, A-SSE2, A-SSE3abc, A-REI4ab, A-REI2, F-IF4, F-IF5, F-IF7a, F-IF 8a
Unit 3 – Exponents	<ul style="list-style-type: none"> • Using rules of exponents to rewrite exponential expressions; translating between multiple representations; describing how they are similar to and different than lines; modeling scenarios, including compound interest; solving equations using rules of exponents; asymptotes 	N-RN1, A-REI3, F-IF4, F-IF7e, F-IF8b, F-LE1ac, F-LE2, F-LE3, F-LE5
Unit 4 – Function Families	<ul style="list-style-type: none"> • Write a quadratic function in different but equivalent forms (standard, factored, vertex) to determine important attributes (ints, vertex, etc.); Understanding vertex form (a, h, and k in $y = a(x - h)^2 + k$); determining vertex form from a t-table, graph, or equation in standard form; investigating and creating graphing form for rational functions, exponentials, dead parabolas, square root function, absolute value function, cubics, and circles 	A-APR3, F-IF4, F-IF7abd
Unit 5 – Systems of Equations and Inequalities	<ul style="list-style-type: none"> • Solving systems of equations using substitution and elimination in two and three variables; graphing inequalities and systems of inequalities including non-linear inequalities 	A-APR5, A-CED3, A-CED4, A-REI5, A-REI6, A-REI7, A-REI11, A-REI12
Unit 6 – Inverses and Logs	<ul style="list-style-type: none"> • Determining the inverse of a function from a graph or t-table; determining the inverse of a function from an equation using “undoing” and “switch and solve;” using ideas of composition of functions to solve problems and check inverses; understanding that logs are exponents and 	F-IF7e, F-BF1b, F-BF1c, F-BF4a, F-BF4b, F-LE4

	represent the inverse of an exponential; using properties of logarithms to manipulate logarithmic expressions and solve logarithmic equations	
Unit 7 – Probability, Counting, and Statistics	<ul style="list-style-type: none"> Solving probabilities involving independent and dependent events; use counting principles of combinatorics to determine permutations and combinations; compute and interpret measures of central tendency and measures of spread (range and standard deviation) 	
Unit 8 – Miscellaneous	<ul style="list-style-type: none"> Finding and generalizing arithmetic and geometric series 	

End-of-Course Essential Understandings

1. Students are adept in their skills for simplifying and solving linear, quadratic, and exponential expressions and equations (including an understanding of the difference between compounded addition (multiplication) and compounded multiplying (exponents)).
2. Students understand and can make connections between representations of a function (or relationship), including equations, t-tables, and graphs.
3. Students can investigate a function (or relationship), including its important points (intercepts, locator point), domain, range, graph, t-table, its equation in graphing form, and asymptotes, and make statements about its behavior.
4. Students can use the graphing form of equations for lines, parabolas, cubics, square hyperbolas, exponentials, square roots, circles, absolute value, and dead parabolas.

PRE-CALCULUS

Key Prerequisites

1. Consistently solve and simplify right triangle problems using the Pythagorean Theorem (including special right triangles and basic number triples)
2. Graph lines and parabolas and translate between the other representations
3. Factor expressions using GCF, Diamond, Difference of squares, RPM
4. Solve linear and quadratic equations including systems
5. Use Algebraic rules consistently including: Identifying when parenthesis are required or not necessary, Distributing negative signs, Correctly computing order of operations, adding fractions.
6. Students can solve basic right triangle questions in degrees using Soh Cah Toa and basic circle questions about area and circumference.

Units/Topics of Instruction

Unit	Topics	Common Core Standards
Functions and Transformations	<ul style="list-style-type: none"> • Students recognize the 12 basic functions and can state the unique and common properties of each one. • Students identify the Domain and Range of functions using correct interval notation. Students understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. • For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities and sketch graphs showing key features given a verbal description of the relationship. Key features include: Intercepts, intervals where the function is increasing, decreasing, positive or negative, relative maximums and minimums, symmetries, end and end behavior and periodicity • Identify the effect on the graph of replacing $f(x)$ by $f(x)+k$, $kf(x)$, $f(kx)$ and $f(x+k)$ for specific values of k (both positive and negative); illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them. • Find inverse functions, verify by composition that one function is an inverse of another, read values of an inverse function from a graph or a table given that the function has an inverse 	<p>A-SSE 1, 2, 3ab</p> <p>A-REI 7, 11</p> <p>F-IF 1, 4, 5, 7a-c, 9</p> <p>F-BF 3, 4b-c</p>
Periodic Functions	<ul style="list-style-type: none"> • Understand radian measures as the length of the arc on the unit circle subtended by the angle. • Explain how the unit circle in the coordinate plan enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles 	<p>F-TF-1,2,4, 5, 7</p> <p>F-IF 7e</p>

	<p>transversed counterclockwise around the unit circle.</p> <ul style="list-style-type: none"> Graph functions expressed symbolically and show key features of the graph by hand, showing period, midline and amplitude Choose trigonometric functions to model periodic phenomena with specific amplitude, frequency, and midline Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluating the solutions using technology and interpret them in terms of the context 	
Triangle Trig	<ul style="list-style-type: none"> Define trigonometric ratios and solve problems involving right triangles Derive the formula $A = \frac{1}{2}ab\sin C$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. Prove the Law of Sines and Cosines and use them to solve problems Understand and apply the Law of Sines and Law of Cosines to find unknown measurements in right and non-right triangles 	G-STR 6, 7, 8, 9, 10, 11
Analytic Trig	<ul style="list-style-type: none"> Prove the Pythagorean identity $\sin^2 \theta + \cos^2 \theta = 1$ and use it to find $\sin \theta$ or $\cos \theta$, $\tan \theta$ given $\sin \theta$, $\cos \theta$, or $\tan \theta$ and the quadrant of the angle Prove and apply other trigonometric identities 	F-TF 8
Intro to Stats	<ul style="list-style-type: none"> Represent constraints by equations and interpret solutions as viable or non-viable options in a modeling context Represent data with plots on the real number line (dot plots) Summarize, represent, and interpret data on two quantitative variables Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes 	A-CED 3 S-ID 1, 6a-c, 7, 8 F-IF 5
Intro to Calc	<ul style="list-style-type: none"> Students graph rational functions, identifying zeroes and asymptotes when suitable factorizations are available, and showing end behavior. Students calculate limits at a point and at infinity using a variety of techniques in a variety of representations including one sided limits. 	F-IF 7d
Conics	<ul style="list-style-type: none"> Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation. Derive the equation of a parabola given a focus and directrix Derive the equation of ellipses and hyperbolas given the focus, using the fact that the sum of difference of 	G-GPE 1-3

	distances from the foci is constant.	
Finance	<ul style="list-style-type: none"> • Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15^t can be rewritten as $\left(1.15^{\frac{1}{12}}\right) \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15% • Students compute applications of interest including problems with simple interest, compound interest, continuous interest • Students compute applications of interest in annuities including both Present value and Future Value problems 	A-SSE 3c

Five End-of-Course Essential Understandings

1. Interpret points/relationships in context
2. Transform functions
3. Analyzing functions completely
4. Use Calculator proficiently including, parenthesis, graph, different modes, window and solver
5. Act mathematically mature

AP CALCULUS

Five Key Pre-Requisites for Calculus

1. Students can graph describe functions qualitatively and analytically, including intercepts, asymptotes, holes, descriptions of increasing/decreasing, vertices, and other significant features of algebraic and transcendental functions. They know the effects of common transformations, especially translations.
2. Students can perform complex algebraic manipulations involving, exponential, polynomial, rational, and power functions, including negative and rational powers of linear and non-linear equations, including transcendental functions.
3. Can compute area and perimeter of common polygons such as quadrilaterals, special triangles, and circles and the volume of rectangular prisms, cones, pyramids and spheres.
4. Students are adept at the unit circle and can graph the six trigonometric functions, with emphasis on the sine and cosine functions.
5. Students have a conceptual understanding of limits at a point and at infinity and can describe when the limit of a function does not exist.

Units – Topics of Instruction

Unit	Topic
Functions and Limits	<ul style="list-style-type: none"> • Describe, analyze and investigate multiple function families, using asymptotes, holes, intercepts, etc. • Describe the effects of linear transformations on functions • Calculate limits at a point, one-sided limits, limits at infinity • Know the definition of continuity and use it describe behavior of piece-wise functions. • Describe symmetry of functions including proof of odd and even symmetry. • Have an intuitive sense of continuity and how it relates to the Intermediate Value Theorem and the Extreme Value Theorem
The Derivative	<ul style="list-style-type: none"> • Derive the definition of the derivative and use it to determine derivative formulas and calculate limits at a point. • Develop an understanding of the meanings of the first and second derivative. • Apply meanings of the derivatives, f' and f'' to determine properties of a function, f. • Use the power rule, product rule, quotient rule, chain rule to calculate derivatives. • Use the technique of implicit differentiation to calculate the derivatives of relations.
Applications of the Derivative	<ul style="list-style-type: none"> • Determine equations of tangent lines and normal lines to a graph at a specified point, and use the tangent line to approximate the original function. • Calculate the error in a given tangent line approximation and determine if the error is too high or too low by analyzing the concavity of the graph. • Using implicit differentiation, students can create related rates equations describing the relation between the rates of change of two objects. • Create graphs functions using properties of f, f', and f'', determining local

	<p>extrema and inflection points.</p> <ul style="list-style-type: none"> • Determine the optimum solution to a constrained word problem, considering endpoints as possible solutions if on a closed interval. • Develop an understanding of the Mean Value Theorem and interpret it geometrically. • Use derivatives to determine the relationships between position, velocity, and acceleration of physical objects
Transcendental Functions and Inverses	<ul style="list-style-type: none"> • Calculate derivatives of exponential, trigonometric, logarithmic, and other non-algebraic functions • Calculate derivatives of inverse functions
Building the Integral	<ul style="list-style-type: none"> • Use Riemann sums, the midpoint rule, and trapezoidal approximations to determine approximations of an area under a curve. • Understand integrals as a limit of Riemann sums. • Determine basic anti-derivatives • Understand the Fundamental theorem of calculus as an accumulation of a rate of change over time. • Use definite integrals to calculate area under a curve.
Semester Break	
Working with Integrals	<ul style="list-style-type: none"> • Use u-substitution method to find anti-derivatives, including changing limits in definite integrals • Use methods of partial fractions, trigonometric substitution and integration by parts to determine anti-derivatives.* • Apply the Fundamental Theorem of Calculus to word problems involving the accumulation of a rate of change. • Model physical kinematics problems using relationships between position, velocity, and acceleration, including applying initial conditions. • Compute the area between curves, including areas of regions formed by graphs with multiple intersection points. • Calculate the volume of constant cross-section, volume of solids of revolution. • Determine value of improper integrals and determine convergence*
Differential Equations –	<ul style="list-style-type: none"> • Construct slope fields of differential equations and use to describe behavior of the corresponding function. • Solve differential equations using separation of variables including applying the initial condition to determine a particular solution. • Solve exponential growth problems and logistic growth problems* • Determine domain and range of particular solutions • Determine numerical solutions using Euler’s method*
Sequences and Series*	<ul style="list-style-type: none"> • Understand the concept of a series as a sequence of partial sums. • Investigate common series and sequences, including arithmetic, geometric, alternating, and harmonic. • Compute Maclaurin series Taylor series centered at $x = a$. • Determine convergence and divergence, including calculating radius of convergence. • Use tests for convergence – Root, ratio, integral.
Parametric, Polar,	<ul style="list-style-type: none"> • Analyze functions of planar curves represented in parametric form, polar

and Vector Functions*	form, and vector form. <ul style="list-style-type: none"> • Compute derivatives in polar, parametric, and vector form. • Compute area of planar regions represented in polar form
AP Test Prep & Review –	<ul style="list-style-type: none"> • Year-long review and test preparation

** Calculus BC topic only.*

Five End-of-Course Essential Understandings

1. Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations.
2. Students understand the meaning of the derivative in terms of a rate of change and local linear approximation and they should be able to use derivatives to solve a variety of problems.
3. Students understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change and should be able to use integrals to solve a variety of problems.
4. Students understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
5. Students understand how calculus can be used to model and interpret a written description of a physical situation with a function, a differential equation, or an integral.

AP STATISTICS

Top 5 Pre-Requisites

1. Lines – writing equations, interpret slope and y-intercept, predict y-values for given x-values, recognize positive and negative relationships.
2. Facility/Proficiency with word problems – determining the givens, using math notation for givens, defining variables, determining the strategies for solving, and answering questions in words.
3. Graphing Calculator Skills – How to enter data in L1, L2, etc. How to perform an operation on their previous answer.
4. Scientific Notation
5. Probability – writing sample space, tree diagrams, all probabilities are between 0 and 1, “or” and “and” problems, the sum of probabilities in a sample space equals 1.

Topic Sequence (following <i>The Practice of Statistics</i> ed. 3)	Common Core
<p>1. Examining and Describing Uni-variate data (boxplots, histograms, shape, center, spread)</p> <ul style="list-style-type: none"> • Construct graphical displays of distributions of univariate data (stemplot, dotplot, histogram) to summarize data • Interpret graphical displays in terms of center and spread, clusters and gaps, outliers and other unusual features, and shape. • Summarize distributions of univariate data with measurements of center (median and mean), spread (range, interquartile range, standard deviation), position (quartiles). Use technology for calculations. • Evaluate the effect of changing units on summary measures • Compare distributions of univariate data (dotplots, back-to-back stemplots, parallel boxplots). Compare center, spread, clusters, gaps, outliers/unusual features, shapes. • Describe the effects of shape on measures of center and spread 	<p>N-Q1, S-ID1, S-ID2, S-ID3, S-IC6</p>
<p>2. Normal Probability Problems</p> <ul style="list-style-type: none"> • Measure and interpret position of a data value with percentiles and standardized scores (z-scores) • Calculate probabilities from a density curve using areas. • Locate approximate positions of mean and median for a density curve based on shape. • Use properties (such as 68-95-99.7 Rule) of the Normal distribution to sketch a Normal curve given a mean and standard deviation. • Use properties of the Normal distribution to calculate “easy” probabilities, such as middle 68%, 16th percentile, etc. • Calculate Normal probabilities for problems in context using a probability table or calculator • Calculate a data value given a Normal distribution and its percentile. • Assess data for Normality using Normal Probability Plots. 	<p>S-ID4</p>
<p>3. Linear Regression (We skip this: Transforming Exponential and Power relationships)</p>	<p>N-Q3, A-</p>

<p>to achieve linearity)</p> <ul style="list-style-type: none"> • Analyze patterns in scatterplots • Calculate (with tech.) and interpret correlation value for bivariate data. • Calculate (with tech.) the least squares regression line for bivariate data. • Create (with tech.) a residual plot. • Analyze/predict the effects of outliers and influential points on slope and correlation. • Comment on the fit of a regression line and the reasonableness of predictions. • Interpret slope and y-intercept of a least squares regression line. 	<p>SSE1a, A-CED2, S-ID6abc, S-ID7, S-ID8, S-ID9</p>
<p>4. Relationships between two categorical variables</p> <ul style="list-style-type: none"> • Calculate marginal distributions for a two-way table • Calculate conditional distributions for a two-way table • Comment on associations seen based on conditional distributions • Determine whether the relationship is due to causation, correlation, or common response and recognize the lurking variable that may help explain a relationship. • Compare distributions using bar charts (based on two-way table data) 	<p>S-ID5, S-CP4, S-CP5, S-CP6</p>
<p>5. Obtaining sample data and designing experiments</p> <ul style="list-style-type: none"> • Identify various ways to collect data – census, sample survey, experiment, observational study. • Identify the population related to a sample or survey. • Describe/Plan a well-designed survey (limiting bias) • Describe/Plan a well-designed experiment detailing treatments, control groups, experimental units, random assignment, and replication • Identify sources of bias and confounding variables, including placebo affect • Comment on the possibility of blinding in an experiment (single- and double-) • Describe/Plan experiments: completely randomized, block design, and matched pairs • Comment on the generalizability of results and types of conclusions that can be made from studies, surveys, and experiments. 	<p>S-ID9, S-IC3, S-MD6</p>
<p>6. Probability (Rules of, Conditional, Venn & Tree Diagrams)</p> <ul style="list-style-type: none"> • Create a sample space, Venn Diagram, or tree diagram to examine probabilities. • Interpret probabilities, including long-run relative frequency interpretation. • Calculate probabilities using the addition rule, multiplication rule, conditional probability rule, complementary definition, and independence rules • Design/Describe a simulation of random behavior and summarize data with a probability distribution using random number table or random digits. • Verify independence or dependence of two events. 	<p>S-CP1, S-CP2, S-CP3, S-CP4, S-CP5, S-CP6, S-CP7, S-CP8, S-CP9, S-MD5ab</p>
<p>7. Random Variables (prob. distributions, mean, std. dev)</p> <ul style="list-style-type: none"> • Create a discrete probability distribution given a random phenomenon for discrete or continuous random variables. • Calculate the mean (expected value) and standard deviation of a random variable. • Calculate the mean and standard deviation for linear transformations on a RV. • Calculate the mean and standard deviation for sums and differences of 	<p>S-MD1, S-MD2, S-MD3, S-MD4</p>

<p>independent RVs.</p> <ul style="list-style-type: none"> Decide if two RVs are independent or dependent Describe effects of the Law of Large Numbers 	
<p>8. Binomial and Geometric Variables</p> <ul style="list-style-type: none"> Verify whether a scenario has a Binomial or Geometric distribution. Use technology to determine probabilities of Binomial or Geometric events. Calculate the mean and standard deviation of Binomial or Geometric RVs. 	S-MD3
Semester Break	
<p>9. Sampling Distributions (what is the probability that a sample...)</p> <ul style="list-style-type: none"> Describe the sampling distribution (shape, mean, std dev) or a sample proportion Describe the sampling distribution (shape, mean, std dev) or a sample mean Use the Central Limit theorem to verify the shape of a sampling distribution for means. Use the Normal Approximation or Rule of Thumb #1/#2 to calculate probabilities. Interpret probabilities about samples in context. [Not much of: Determine the sampling distribution of a difference between two independent sample proportions and two independent sample means] Understand simulation of sampling distribution Describe effects on the standard deviation as a function of n. 	S-IC1
<p>10. Confidence Intervals for Means and Proportions</p> <ul style="list-style-type: none"> Compute a confidence interval to estimate a population mean (t-CI) or proportion (z-CI) using a sample statistic or paired data (t-CI) Compute the margin of error for a sample statistic. Calculate the sample size needed to attain a given margin or error. Comment on properties of point estimators, including unbiasedness and variability. Interpret confidence intervals and confidence levels. Comment on the logic and properties of confidence intervals. 	S-IC1, S-IC4,
<p>11. Hypothesis Test about sample means when sigma is known and proportions (z-test for means)</p> <ul style="list-style-type: none"> Comment on the logic of significance testing. Determine/State null and alternative hypotheses. Compute tests statistics and p-values for one- and two-sided tests (z-test for one mean) using probability charts or technology. Describe Type I and Type II errors in context and the consequences of each. Interpret a p-value (from this chapter on). Make a decision and conclusion about a claim based on a p-value (reject or not, why, and what do you now have evidence for) (from this chapter on.) 	S-IC1, S-IC2, S-IC6, S-MD7
<p>12. Hypothesis Test about sample means when sigma is not known (t-test for means) and hypothesis tests about sample proportions (z-test for proportion)</p> <ul style="list-style-type: none"> Be able to apply the properties and conditions of a t-distribution. Calculate and interpret a confidence interval for one mean, one proportion, and 	S-IC1, S-IC2, S-IC6, S-MD7

<p>a difference in means for paired data</p> <ul style="list-style-type: none"> • Calculate test statistics and p-values for t-tests of one mean and z-tests for one proportion • [Don't do: Calculating and interpreting power of a test.] 	
<p>13. Hypothesis Test to compare two populations</p> <ul style="list-style-type: none"> • Calculate and interpret a confidence interval for a difference between two proportions or two independent means. • Calculate test statistics and p-values for t-tests of one mean and z-tests for one proportion 	S-IC1, S-IC2, S-IC5, S-IC6, S-MD7
<p>14. Chi-Square test for Homogeneity and Independence</p> <ul style="list-style-type: none"> • Be able to apply the properties and conditions of a t-distribution • Determine which type of test should be used: goodness of fit, homogeneity, or independence. • Carry out all steps for Chi-Square goodness of fit tests (using lists) and Chi-Square Test for Homogeneity/Independence 	N-VM6, S-IC1, S-IC2, S-IC6, S-MD7
<p>15. t-test for the slope of Linear Regression</p> <ul style="list-style-type: none"> • Carry out all steps for a t-test for slope of a regression line (no CI) 	S-IC 1, S-IC 2, S-MD7

Top 5 End of Course Understandings

1. How to display and describe one variable of data
2. How to display two variables of quantitative data, determine a regression equation, and make predictions.
3. Basic Probability properties
4. How to produce data – both how to get sample data with little bias and how to design an experiment to give you low bias data.
5. Statistical Inference – how to estimate a population parameter and how to test a claim about a population (and the difference between and sample and a population).

Summit Public Schools English Vertical Plan (based on Common Core Standards)

Reading Standards				
Standard	9	10	11	12
Key Ideas and Details				
1 Evidence	Cite strong and thorough textual evidence to support analysis of what the text says explicitly .	Cite strong and thorough textual evidence to support analysis of inferences drawn from the text .	Cite strong and thorough textual evidence to support analysis of what the text says and infers and determine where the text leaves matters uncertain (ambiguity) .	
2 Theme	Distinguish between plot and theme/central idea and be able summarize main points/ events .	Analyze how a theme/central idea is developed and conveyed over the course of a text.	Analyze how two or more themes/central ideas are developed and conveyed over the course of a text.	Analyze how two or more themes/central ideas interact with and build on one another in order to create complexity within the text.
3 Character & plot	Analyze how the author introduces/develops complex characters and unfolds events over the course of a text including interactions and connections between characters and between events.		Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact or develop over the course of the text.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story, drama, or memoir .
Craft and Structure				
4 Vocabulary	Determine the meaning of words and phrases as they are used in the text including figurative, connotative, and technical meanings.	Analyze the cumulative impact of specific word choices on the meaning, tone, and mood of the text.	Same as 10th grade, with an additional focus on words with multiple meanings or language that is particularly fresh, engaging, or beautiful .	
5 (FIC) Literary devices	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create effects such as mystery, tension, and surprise .		Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning .	Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact .
5 (INF) Text structure	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences .	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text .	Analyze and evaluate the effectiveness of a structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging .	

6 Point of view	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose .	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States , drawing on a wide reading of world literature .	Analyze a text in which grasping a point of view requires distinguishing what is directly stated from what is really meant (satire, sarcasm, irony, or understatement); determine an author's point of view or purpose in a text in which rhetoric is particularly effective , analyzing how style and content contribute to the power and persuasiveness of the text.	Analyze a text in which grasping a point of view requires distinguishing what is directly stated from what is really meant (satire, sarcasm, irony, or understatement); determine an author's point of view or purpose in a text in which rhetoric is particularly effective, analyzing how style and content contribute to the power and beauty of the text.
Integration of Knowledge and Ideas				
7 Compare & contrast	N/A	Analyze the representation of a subject/key scene or the telling of an account through at least two different media in order to look at similarities and differences .	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem .	Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text .
8 Evaluation	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning (logical fallacies).		Delineate and evaluate the reasoning in seminal U.S. texts , including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.	N/A
9 Historical context	Analyze seminal U.S. documents of historical and literary significance (such as great speeches), including how they address related themes and concepts .	Analyze how an author draws on and transforms source material in a specific work.	Analyze 17th, 18th, and 19th century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features .	Demonstrate knowledge of 18th, 19th, and early-20th-century foundational works of American literature , including how two or more texts from the same period treat similar themes or topics .
Suggested strategies for grade-level reading comprehension				

<p style="text-align: center;">10 Comprehension</p>	<p>SOAPES (E = evidence); text-to-self/text/world connections; dialectical journals; PTDs; annotation (with concrete strategies/system and direct instruction); questioning and summarizing (including tell-back as a strategy); prediction (as a pre-reading strategy); chunking; strategies to break down multiple-choice questions and essay prompts</p>	<p>SOAPSTone; dialectical journals; annotation; questioning (including meanings of words from context); deriving levels of questioning; identifying genre; critical lenses (feminist, post-colonial, new critical/aesthetic, psychoanalytical); strategies to break down multiple-choice questions and essay prompts</p>	<p>SOAPSTone; annotation; questioning (including development of essential questions); use outside sources to improve comprehension; check for bias; use historical/political context to inform interpretation; strategies to break down multiple-choice questions and essay prompts; look for patterns and shifts in the text; critical lenses (particularly historical); speed-reading techniques</p>	<p>Annotation; questioning; critical lenses (10th and 11th grade lenses + Marxist and deconstructionist); strategies to break down multiple-choice questions and essay prompts; look for patterns and shifts in the text; speed-reading techniques</p>
---	--	---	--	--

Writing Standards						
Standard	9	10	11	12		
Text Types and Purposes						
1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	a	Introduce a precise claim and create an organization that establishes a clear relationship between claims and evidence .	Introduce a precise claim and counterclaim , and create an organization that establishes a relationship between the two.	Introduce a precise, knowledgeable claim, establish the significance of the claim, distinguish the claim from opposing claims , and create a logical organization for all claims, counterclaims, and evidence.		
	b	Students recognize that they write for an audience.	Students point out the strengths and limitations of their arguments in a manner that anticipates the audience's knowledge level and concerns .	Students develop claims and counterclaims fairly and thoroughly , supplying the most relevant evidence for each while also pointing out the strengths and limitations of both in a way that anticipates the audience's needs and biases .		
	c	Uses words, phrases, and clauses to link the major sections of the text, create cohesion , and clarify the relationships between claims and evidence.	Uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims, counterclaims , and evidence.	Use words, phrases, and clauses as well as varied syntax and specific rhetorical devices to link the major sections of the text, create cohesion, clarify the relationships between claims and reasons, and to support assertions .		
	d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the style in which they are writing.				
	e	Provide a concluding statement or section that follows from and supports the argument presented.				
	f	Provide clear and relevant analysis that explains how evidence supports topic sentence/thesis.	Provide thoughtful and insightful analysis that thoroughly explains how the evidence supports the topic sentence/thesis.			
2 Write informative/explanatory texts to examine and convey complex ideas and information clearly	a	Introduce a topic/thesis statement that includes an arguable major claim (not a summary).	Thesis sentences include minor claims about a text's structure, rhetorical/literary devices , etc.	Thesis sentences synthesize the major and minor claims to build a persuasive, unified whole .	Thesis sentences are persuasive and nuanced arguments seamlessly linked to devices, techniques, or claims .	
	b	Develop a topic with well-chosen, relevant facts/evidence (including quotations).	Develop a topic that includes extended definitions in addition to well-chosen facts/evidence.	Develop the topic thoroughly by selecting the most significant and relevant facts, definitions, details, and quotations appropriate to the audience's knowledge of the topic .		
	c	Introduce the concept of transitions and gain familiarity with their use.	Diversify the use of transitions and begin to use them smoothly .	Use appropriate and varied transitions to link the major sections of the text, to create cohesion , and clarify the relationships between details.		
	d	Learn and use the precise	Learn and use some precise	Learn and use the precise	Learn and use the precise	

	language of analysis.	academic language and tone words.	language of rhetoric (including employing rhetorical devices in writing assignments).	language of literary analysis (including employing literary devices in writing assignments).	
	e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.			
	f	Provide a concluding statement or section that follows from and supports information or explanation presented.	Conclusions focus on providing implications and explaining significance of ideas.	Conclusions focus on how the implications of the ideas and arguments in the paper fit into a larger world context.	
	g	Provide clear and relevant analysis that relates the evidence to the topic sentence/thesis.	Provide thoughtful and insightful analysis that thoroughly relates the evidence to the topic sentence/thesis.		
3 Write narratives to develop real or imagined experiences or events.	3	Write a personal narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write a fictional narrative (e.g. historical narrative) to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences that mimic diverse authors' styles.	Write a college personal essay , to develop real experiences or events using well-chosen details, well-structured event sequences, and effective technique , including elements of a memoir.
	a	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.			
	b	Use narrative techniques, such as dialogue, reflection, and multiple plot lines, as well as description and pacing that focus on emphasizing significant details to develop experiences, events, and/or characters.	Use narrative techniques, such as description, reflection, and multiple plot lines, as well as a focus on dialogue and variety in pacing for specific purpose , to develop experiences, events, and/or characters.	Use narrative techniques, such as dialogue, description, reflection, as well as a focus on pacing and multiple plot lines , to develop experiences, events, and/or characters.	Use narrative techniques, such as pacing, description, multiple plot lines, as well as a focus on dialogue and reflection , to develop experiences, events, and/or characters.
	c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and imply a significant outcome.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole that develops into a theme and includes a general outcome.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
	d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events,	Significant focus on the use of precise words and phrases, telling	Use precise words and phrases, telling details, and sensory	

	setting, and/or characters.	details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	language to convey a vivid picture of the experiences, events, setting, and/or characters.	
e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Provide a reflective conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative and implies significance .	Provide a reflective conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative and explicitly states the implications or significance of the topic .	
f				
Production and Distribution of Writing				
4 Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)			
5 Revising & editing	<p>Develop familiarity with the editing process as a whole and take each writing piece through at least one substantial revision, focusing on organization and /or analysis/quality of ideas, in order to develop and strengthen writing as needed for a specific audience and purpose.</p> <p>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 32 of the Common Core Standards.)</p>	<p>Strengthen familiarity with key components of the editing process, including peer feedback, and take each writing piece through multiple drafts with substantial edits and revisions, in order to develop and strengthen writing as needed for a specific audience and purpose.</p> <p>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 32 of the Common Core Standards)</p>	<p>Focus on quality peer feedback and editing, as well as using feedback to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 32 of the Common Core Standards)</p>	<p>Habitually complete the entire revision/editing process, including giving and using quality peer feedback to further develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 32 of the Common Core Standards)</p>
6 Technology	Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically .		Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information .	

Research to Build and Present Knowledge				
7 Research & synthesis	Understand the process of research by conducting short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question, including a self-generated question , or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Conduct short as well as more sustained research projects to answer a question, including an extended self-generated question , or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation as well as the principles of synthesis .	Conduct short as well as more sustained academic research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources effectively on the subject for a particular purpose , demonstrating understanding of the subject under investigation.
8 Research & evaluation	Learn how to conduct a topic-based search , gathering relevant information from multiple authoritative print and digital sources; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, focus on avoiding plagiarism and following a standard format for citation including learning how to read footnotes and endnotes .	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; focus on assessing the usefulness of each source in answering the research question ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.	Focus on gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths, limitations, and limitations of each source in terms of the task, purpose, and audience; focus on integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and focusing on following a standard format for citation including footnotes and endnotes.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches in academic databases effectively; focus on assessing the strengths and limitations of each source in terms of the task, purpose, and audience ; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.
9 Evidence	Draw evidence from literary or informational texts to support analysis, reflection, and research; Apply <i>grades 9–10 Reading standards</i> to literature and literary nonfiction .		Draw evidence from literary or informational texts to support analysis, reflection, and research, with a focus on applying grades 11–12 Reading standards to literary nonfiction.	
Range of Writing				
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences .			

Speaking and Listening Standards

Standard	9	10	11	12	
Comprehension and Collaboration					
1 Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	a	Come to discussions with responses and evidence to teacher-provided questions .	Come to discussions with responses and evidence generated with peers .	Come to discussions with self-generated questions .	
	b	Practice following teacher-enforced discussion norms .	Practice following group-enforced discussion norms .	Internalize and follow discussion norms.	
	c	Propel conversations by asking and responding to questions; practice incorporating others into the discussion.	Propel conversations by asking and responding to questions that relate to broader themes; actively incorporate others into the discussion.	Propel conversations by asking and responding to questions that probe reasoning and evidence; ensure a full range of positions on a topic.	Clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives.
	d	Summarize points of agreement and disagreement; justify own views and understandings	Respond thoughtfully to different perspectives; make new connections in light of evidence and reasoning	Synthesize comments and evidence on all sides; determine additional information needed to complete the task	
2 Credibility	Practice questioning and evaluating the credibility of sources		Evaluate the credibility of sources and note discrepancies among the data		
Presentation of Knowledge and Ideas					
3 Evaluation	Evaluate speaker's point of view		Identify fallacious reasoning and evidence. Evaluate a speaker's point of view, reasoning , and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.		
4 Presentation	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.				
5 Technology	Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
6 Knowledge of audience	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.				

Language Standards				
Standard	9	10	11	12
Conventions of Standard English				
1 Grammar and Usage	<ul style="list-style-type: none"> - identify subject & verb - identify various types of phrases and clauses (including main & subordinate) - understand literary present tense - recognize run-ons and fragments; fix run-ons with period or semicolon. - identify and use parallel structure 	<ul style="list-style-type: none"> - use various types of phrases and clauses to convey a specific meaning - use consistent literary present tense - fix run-ons by using independent & dependent clauses - pronouns agree with antecedents - identify & correct dangling/misplaced modifiers 	<ul style="list-style-type: none"> - use various types of phrases and clauses to convey a specific meaning (appositives) - use consistent verb tense & understand the subjunctive - fix run-ons by choosing appropriate punctuation (including dash & colon) - use parallel structure as a rhetorical device - identify antecedents of pronouns - avoid vague pronoun reference - use modifiers correctly 	
2 Capitalization, punctuation, and spelling	<ul style="list-style-type: none"> - identify or recognize difference between periods, semicolons, colons, and commas. - introduce how to punctuate dialogue & quotations - use commas for lists & appositives 	<ul style="list-style-type: none"> - use semicolons, colons, and dashes - integrate quotations smoothly - use commas for main & subordinate clauses 	<ul style="list-style-type: none"> - demonstrate command of conventions to achieve a specific purpose (fragments, passive voice, comma splice, etc). - use commas to differentiate between essential & nonessential clauses 	<ul style="list-style-type: none"> - demonstrate command of conventions and break rules for specific purpose or effect - use brackets in integrating quotations - use hyphens & ellipses
	<ul style="list-style-type: none"> - capitalize all proper nouns & titles correctly - differentiate between underlining & quoting text titles - use apostrophes correctly 			
	Spell common homonyms (i.e. your/you're) and sight words correctly (i.e. went, laugh, every)	Spell commonly confused words correctly (could of/have)	Spell correctly	
Knowledge of Language				
3 Language function	<ul style="list-style-type: none"> - introduce variety of sentence structures (simple, compound) - avoid contractions for formal writing - identify passive voice & make it active. 	<ul style="list-style-type: none"> - use variety of simple, compound, complex, & compound-complex sentences - avoid first/second person in formal writing - avoid passive voice. 	<ul style="list-style-type: none"> - Use different sentence structures to achieve a specific effect (including telegraphic, periodic, loose, long, passive voice) - use appropriate tone & style for a specific audience & purpose - use appropriate diction for conciseness 	
Vocabulary Acquisition and Use				
4 Words in context	- identify words as different parts of speech ("read" can be a n. or v.)	- correctly use words as different parts of speech (know, knowledge, knowingly)	- correctly use unknown words as different parts of speech (ignominy, ignominious, ignominiously)	
	<ul style="list-style-type: none"> - Consult general and specialized reference materials, both print and digital, to find word meaning and usage. - Verify preliminary determination of the meaning of a word or phrase (use context clues) 			
	- identify figures of speech (simile, imagery, euphemism, hyperbole,	- identify how figures of speech contribute to theme & tone .	- identify how figures of speech contribute to theme & tone	- identify how figures of speech contribute to theme & tone

5 Word meanings	analogy, personification) - understand word relationships (antonym, synonym).		(paradox, allusion, metonymy, synecdoche, juxtaposition) - understand analogies.	(litote, apostrophe).
-Understand word connotations				
6 Academic language	Acquire & use academic domain-specific words & phrases for college & career			

Social Science. Mission Statement of the Department

We seek to empower students to critically analyze and evaluate information, and to communicate effectively so that they can become thoughtful, knowledgeable change agents in their communities and the world.

Objective of this Document:

The objective of this document is to provide a clear and consistent understanding of what skills students are expected to have learned by the end of each grade level History course at a Summit Public School. It is meant as a tool.

This tool SHOULD help teachers to:

- Be familiar with the major new skills that must be introduced and taught in each course
- Know what skills a student must possess and be able to demonstrate mastery to move on to the next course
- Be aware of the skills they can expect their students to enter their course with
- Feel comfortable removing scaffolds, with the assurance that students are building on skills already introduced in previous courses
- Plan formative and summative assessments for their course
- Be mindful of the big picture plan and how each part of our courses helps build towards students being college ready
- Be flexible with what and how we teach to achieve our department mission

This tool SHOULD NOT be:

- A comprehensive list of everything we are doing in our classrooms
- A prescription of a pedagogy, curriculum, or assessments

Where's The Content?

While our social science department believes content is essential to mastering each class and there is value in “knowing” history, this document focuses on skills with the understanding that teachers are filling in the content essential to master their course determined by the CA Content Standards. However, the content focus of each course is left to the professional judgment of the teacher to balance what they believe to be essential understandings, concepts, themes, events, and facts. As of now, students progress through the social science curriculum in the following content sequence:

9th: World Studies I

10th: World Studies II

11th: AP United States History

12th: AP Government

Achieving Our Mission:

In order to achieve our mission, by graduation students will master the social science curriculum and be able to...

1. *Critically Take In and Process Information.* A student can read and listen effectively, think historically and critically about new information, and successfully find, organize, and synthesize sources to answer authentic inquiry-based questions.
2. *Communicate.* A student can write and speak persuasively by being able to clearly and thoughtfully express informed positions about history and society, in a variety of modes and formats to a variety of audiences.
3. *Be a Productive and Active Citizen.* A student will be ready to make thoughtful choices and decisions for the world by understanding varying perspectives, empathizing with other people, becoming culturally aware, and embracing the power of individual participation in society through their understanding of history.

CRITICALLY TAKE IN AND PROCESS INFORMATION:

- Read and listen effectively from a variety of primary and secondary sources and in different modalities.
- Use critical and historical thinking skills to question all sources of information.
- Organize and synthesize information from a variety of sources.
- Able to develop and fully answer useful inquiry-based questions and come to conclusions through research.

By the end of the year, students will be able to...

Skills	9th	10 th	11th	12th
Reading	<p>Read and comprehend a 9th/10th grade textbook.</p> <p>Summarize main ideas from primary and secondary source documents.</p> <p>Answer guided questions, graphic organizer, or notes accompanied with readings.</p>	<p><i>Skills reinforced from 9th, plus...</i></p> <p>Recognize bias in facts presented or not presented in a particular source.</p> <p>Connect facts and events in reading to larger concepts presented.</p> <p>Identify parts of a reading that help answer an essential question.</p> <p>Identify to form of organizing reading notes that is most effective in helping them learn.</p> <p>Take purposeful notes from a textbook independently.</p>	<p><i>Skills reinforced from 9th-10th, plus...</i></p> <p>Read and comprehend an 11th/12th grade textbook.</p> <p>Evaluate bias in facts presented or not presented in a particular source.</p> <p>Question the reliability and usefulness of a variety of historical sources.</p>	<p><i>Skills reinforced from 9th-11th, plus...</i></p> <p>Read long form primary and secondary sources and summarize the main ideas, compare/contrast with other sources of information.</p> <p>Identify intention, point of view, and historical context in all sources of information.</p> <p>Question the validity and reliability of a modern day source of information.</p>
Listening	<p>Listen and understand a lecture with extended scaffolds and supporting text/materials.</p> <p>Create extension questions to push personal ability to know and comprehend.</p> <p>Demonstrate the habits of active listening.</p>	<p>Listen and understand a lecture with limited scaffolds and supporting text/materials.</p> <p>Create extension questions to push personal skills of application and analysis.</p> <p>Store and record information in a way that is personally useful.</p>	<p>Listen and understand and a lecture and discussion and take notes with no scaffolds.</p> <p>Develop questions to push personal skills of synthesis.</p>	<p>Develop questions to push personal skills of evaluation.</p> <p>Take active and succinct notes during a lecture and discussions.</p>
Historical Thinking	<p>Identify perspective of primary and secondary sources.</p> <p>Source and contextualize a document to assist understanding.</p> <p>Understand SOAPStone and use with teacher support and scaffolds.</p> <p>Analyze cause and effect of historical events.</p> <p>Explain how historical context affects decisions and events.</p>	<p>Corroborate the points of view of two or more authors using primary and secondary sources.</p> <p>Use SOAPStone to analyze primary sources with little teacher support and scaffolds.</p>	<p>Synthesize information from both primary and secondary sources and note discrepancies among them.</p> <p>Identify attributes of "presentism" in personal reading of events.</p> <p>Use SOAPStone to analyze primary sources without teacher support or scaffolds.</p> <p>Make inferences about the course of historical events using historical patterns.</p>	<p>Evaluate reliability, validity, and usefulness from a range of primary and secondary sources.</p> <p>Make inferences about the present using historical patterns.</p>
Research	<p>Form a research question.</p> <p>Collect, evaluate, and use evidence.</p> <p>Use a teacher provided process for research.</p>	<p>Form their own questions and find answers.</p> <p>Find relevant information to answer historical questions.</p> <p>Create their own process for research.</p>	<p>Find reliable sources for research.</p> <p>Find most appropriate evidence.</p> <p>Create and manage their own process for research.</p>	<p>Create useful questions that will help solve problems.</p> <p>Find and organize reliable information to answer questions.</p>

COMMUNICATING:

- Clearly and thoughtfully express informed positions through writing about society, in a variety of modes and formats to a variety of audiences.¹
- Clearly and thoughtfully express informed position about history and society in a variety of contexts.²

¹ **Variety of modes:** narrative, document based, research, expository, FRQ, 5 paragraph, etc. **Audiences:** teacher, AP grader, peer, professional, authentic, etc. **Format:** long-term research, take home FRQ, PowerPoint, blog, timed write, reflection, etc.

- Students have developed the habit of learning academic vocabulary that allow them to contribute meaningfully to course discussions and write intellectually.

By the end of the year, students will be able to...

Skills	9th	10 th	11th	12th
Writing	<p>Make a historically valid argument in an analytical 5-paragraph essay with limited scaffolds.</p> <p>Organize evidence and complete a essay outline with extensive scaffolds.</p> <p>Answer FRQ with limited scaffolds.</p>	<p><i>Skills reinforced from 9th, plus...</i></p> <p>Make a historically valid argument in an analytical 5-paragraph essay with no scaffolds or a DBQ essay with limited scaffold.</p> <p>Organize evidence and complete a essay outline with limited scaffolds.</p> <p>Answer FRQ with no scaffolds.</p>	<p><i>Skills reinforced from 9th-10th, plus...</i></p> <p>Make a historically valid argument in an analytical timed synthesis or DBQ essay with no scaffolds.</p>	<p><i>Skills reinforced from 9th-11th, plus...</i></p> <p>Construct a research paper on a complex historical or current issue question with no scaffolds.</p> <p>Identify the type of evidence that will be most suited for an argument, find, and incorporate it.</p> <p>Answer timed FRQs quickly and succinctly.</p>
Speaking	<p>Present a historically valid argument with evidence from a primary or secondary source in an academic discussion.</p> <p>Convey a clear perspective backed by evidence in front of an authentic audience.</p>	<p>Build, expand on, and respectfully disagree with the ideas and opinions of others.</p> <p>Elaborate on and connect historical ideas/arguments in an academic discussion.</p>	<p>Initiate and maintain conversations by posing and responding to historical questions that probe reasoning and evidence.</p>	<p>Incorporate critical and historical thinking skills into an academic discussion and use evidence persuasively to support their ideas.</p>
Academic Vocabulary	<p>Identify the importance of “code switching” and academic vocabulary in a classroom or writing context.</p>	<p>All academic writing is written in a formal tone.</p> <p>Define historical terms in writing and use them appropriately and in context.</p>	<p>Use academic vocabulary in expression.</p> <p>Define complex historical terms and identifications in writing.</p>	<p>Apply previously learned academic vocabulary to their understanding of government.</p>

² Contexts: pair-share, group work, seminar, professional, role play, debate, speech, etc.

ACTIVE GLOBAL CITIZEN:

- Empathize with others people and groups to understand their historical or current context.
- Demonstrate basic understanding of the physical geography, culture, and demographics of different areas of the world and regions of the United States.
- Recognize how individuals and groups have affected change in the past and identify ways that they can participate meaningfully in society.
- Make connections between themes and times periods to form one’s own opinions and extrapolate historical lessons to be applied to modern day society.

By the end of the year, students will be able to...

Skills	9th	10 th	11th	12th
Empathy & Identity	<p>Explore the characteristics that make up the identity of various groups.</p> <p>Empathize with historical figures.</p> <p>Identify individual identity in a global context.</p>	<p><i>Skills reinforced from 9th, plus...</i></p> <p>Understand self-bias when evaluating history.</p> <p>Identify various facets of one’s own identity.</p>	<p><i>Skills reinforced from 9th-10th, plus...</i></p> <p>Explore personal identity as an “American” and how that differs between people.</p> <p>Apply one’s current context and experiences to their understanding of history.</p>	<p><i>Skills reinforced from 9th-11th, plus...</i></p> <p>Analyze individual identity in a global context.</p> <p>Identify own identity as a member of many different groups, and how those identities influence decisions and beliefs.</p>
Geography	<p>Identify the geography and major cultural characteristics of the 7 regions of the world.³</p> <p>Analyze how geography affects the development of cultures.</p> <p>Identify how geography has influenced world events.</p>		<p>Identify the geography and demographics of the U.S. over time and in the modern day.</p> <p>Identify how geography has influenced U.S. government and society.</p>	<p>Analyze how geography influences U.S. government, society, and economics.</p> <p>Analyze how demographics influence politics.</p>
Power of the Individual	<p>Explore how individuals became change agents within their particular contexts.</p> <p>Analyze historical figures both as individuals and as members of groups.</p>		<p>Explain historical events as a mix of individual and group actions.</p> <p>Explain how individuals have had an impact on the American society we live in today.</p>	<p>Articulate multiple ways they as an individual can impact societies.</p>
Relationship Between Past & Present	<p>Identify historical patterns within one unit.</p>	<p>Use historical patterns across multiple units.</p>	<p>Connect historical patterns to events in US history.</p>	<p>Apply historical patterns to current events.</p>

³ East Asia, South Asia, Europe, Sub-Saharan Africa, North Africa/SW Asia, North America, South America.

APPENDIX:

Standards for Reference :	Reference Support	Grade Level Expectations for Teachers
Common Core ELA/History Standards	http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf	California has adopted the Common Core standards as of August 2010. This new educational framework will begin to be assessed by 2014-2015 school year. Start to acquaint yourself and work them into your course.
National Standards for History in the Schools Standards (UCLA)	http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/1.-chronological-thinking	For reference. Focus is on the skills of historians that should be worked into to course planning.
National Council for the Social Studies for Teachers	http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf	For reference. Focus is on arcs, themes, and concepts taught over the 4 year history curriculum. Great to familiarize yourself with.
California State Content Standards	http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf	World Studies Standards split between grades 9 and 10. U.S. Standards taught in 11 th . Government

		standards to be taught in 12 th .
--	--	--

SCAFFOLDING AND GRADE LEVEL EXPECTATIONS:

Scaffolding	Grade Level Expectation for Teachers
<u>No Scaffold</u> : an assignment presented the way it would be in an authentic experience or college classroom.	By 12 th grade most assignments will have none, with the understanding that IEP students and low skilled students may need some additional support.)
<u>Limited Scaffold</u> : process is guided by teachers, though more opportunity for independence (teacher modeling, peer feedback structures, etc.)	In 10 th and 11 th grades the teachers will provide fewer scaffolds as the year progresses. For example in 10 th grade a worksheet might be provided to take notes from lecture, whereas an 11 th grade student would be expected to take notes independently.
<u>Extended Scaffold</u> : process is highly guided and structured by teachers (sentence starters, writing frames, clear and explicit worksheet directions.)	In 9 th grade the teacher will provide extensive scaffolds to help boost skills needed for success in later grades with the goal of removing as many of those scaffolds as possible by the end of the year.

VOCABULARY AND COMMONLY USED TERMS:

Terms	Reference Support	Grade Level
Historical Thinking: Sourcing, Contextualization, and Corroboration	Sam Wineberg, Historical Thinking Matters and http://sheg.stanford.edu/	Used 9-12 9 th -10 th explic 11 th -12 th proc
SOAPStone	http://gunderson.sjUSD.org/~callaway/documents/SOAPStoneDocumentAnalysis.pdf	jumping off p project.
Document Based Question (DBQ)	http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/3497.html	9 th -10 th explic of this proces incorporation 11 th teach ex timed formati assessments 12 th grade thi
Free Response Question (FRQ)	http://www.collegeboard.com/student/testing/ap/prep_fre.html	Used 9-12 ac 9-11 th will use answer 12 th will use t cases summa

CONSIDER FOR APPENDIX:

These are things we believe are important for teachers to teach, but did not have a direct place in the vertical plan. Eventually, we hope to create clear additional references to explain writing, reading, and literacy strategies used commonly between grade levels.

Writing:

- Can identify the difference between an organization thesis, topic sentence, evidence, and analysis in historical papers.
- Use transitional statements to connect ideas and introduce evidence or analysis.
- Effectively use counterarguments in writing.
- Can write a complex, organizational thesis statement.
- Can organize evidence and complete a paper outline with no scaffolds.

Reading:

- Know to read with a purpose and for understanding (Move to suggested reading strategies by grade).
- Students can look up word they don't know in a dictionary to determine their meaning.
- Using headings and context to make predictions about what they will learn before reading.
- Determine the meaning of words from contextual clues.

SPS SPANISH DEPARTMENT 9th- 12th GRADE VERTICAL PLAN

Filosofía de departamento: A través de desarrollar las destrezas comunicativas auditivas, de habla, de lectura y de escritura de nuestros alumnos, el departamento de español desea capacitar a nuestros alumnos con el nivel de alfabetismo necesario para su éxito tanto en sus vidas académicas y profesionales como partícipes activos que habilitan cambios positivos en la comunidad global.

Year	Mastery	Capstone Assessments
FL 1	<p>Habla</p> <ul style="list-style-type: none"> ● Saludos, invitaciones, palabras interrogativas, conversaciones informales y cortas, diálogos básicos ● Descripciones personales en el presente ● Comparaciones básicas ● Conocimiento de los fonemas ● Hacer presentaciones estructuradas de diversos tipos adecuadas al contenido ● Hablar con registro correcto ● Hablar con los formatos del género ● Construir, hacer y contestar preguntas en frases completas (lenguaje formuláico) ● Poder realizar los papeles grupales y trabajar colaborativamente con los compañeros de clase para practicar y mutuamente ayudarse con su progreso en el idioma ● Practicar el uso de una grabadora <p>Escritura</p> <ul style="list-style-type: none"> ● Describir en el presente ● Conocimiento de fonemas (ortografía) ● Escribir oraciones completas ● Escribir un párrafo ● Escribir con concordancia de género y número ● Expresar los gustos e intereses a una nivel básica <p>Lectura</p> <ul style="list-style-type: none"> ● Identificar el sujeto (explícito e implícito) ● Conocimiento fonema (leer en voz alta) ● Comprensión de pasajes cortos y diálogos básicos <p>Audición</p> <ul style="list-style-type: none"> ● Identificar el sujeto ● Conocimiento de fonemas (ortografía y los sonidos de las letras) 	

	<ul style="list-style-type: none">• Comprensión de diálogos básicos• Resumir diálogos en inglés	
--	--	--

FL 2	<p>Habla</p> <ul style="list-style-type: none"> • Saludos, preguntas comunes, invitaciones, y conversaciones informales (tiempo, descripciones, persona, la hora, condición, emoción) • Mandatos con registro correcto • Contar eventos y descripción en el presente y pasado, futuro (pret.-imp.) simple • Hacer presentaciones estructuradas de diversos tipos adecuadas al contenido • Comparaciones, superlativos • Resumir información auditiva y escrita • Poder realizar los papeles grupales y trabajar colaborativamente con los compañeros de clase para practicar y mutuamente ayudarse con su progreso en el idioma • Practicar el uso de una grabadora <p>Escritura</p> <ul style="list-style-type: none"> • Describir en el presente, pasado, y futuro simple • Dar un informe acerca de situaciones presentes o pasadas • Ortografía y acentuación básica (puntuación) - de mano y en tecladora • Párrafos completos • Contar eventos y descripciones en el presente, pasado, y futuro simple • Usar formas específicas en oraciones para añadir más fluidez e interés • Escribir/seguir correctamente los formatos del género y número. <p>Lectura</p> <ul style="list-style-type: none"> • Empezar de aprender vocabulario en contexto a un nivel básico • Leer y comprender párrafos largos, cuentos cortos, descripciones, y artículos básicos. • Leer y comprender revistas, cartas, e información informal (diálogos, correo electrónico) • Resumir en inglés la materia escrita en español. <p>Audición</p> <ul style="list-style-type: none"> • Comprensión básica con hablantes más auténticos (fluidez y complejidad) • Identificar el registro, diferencia de persona (sujeto), palabras interrogativas y tenso • Comprensión de diálogo e instrucciones 	
NS 1	<p>Habla</p> <ul style="list-style-type: none"> · poder hacer una presentación persuasiva · Poder ser partícipe activo en una conversación (responder y corresponder) · Conversación persuasiva informal o formalmente · Comunicarse completamente en español a tiempo limitado o no limitado · Hablar con un nivel adecuado de fluidez. · Poder analizar textos oralmente. · Parafrasear y resumir oralmente. · Poder responder a un tema de discusión. · Poder expresar su opinión y experiencias personales. 	

<ul style="list-style-type: none"> · Usar registro apropiado formal/informal/académico/coloquial. · Iniciar una conversación. · Poder realizar los papeles grupales y trabajar colaborativamente con los compañeros de clase para practicar y mutuamente ayudarse con su progreso en el idioma · Conducir una entrevista · Traducir textos auditivos y escritos oralmente · Practicar el uso de una grabadora <p><u>Escritura</u></p> <ul style="list-style-type: none"> · Poder escribir un texto persuasivo. · Poder analizar textos de no-ficción basado en la vida real. · Poder analizar textos basados en historia oral. · Tener conocimiento adecuado de la fonética del español. · Saber cuando usar fonemas y causan confusión fonética. · Saber la escritura de un párrafo. · Saber los patrones de acentuación más reconocibles <ul style="list-style-type: none"> ○ Esdrújulas y acentuación de tiempos verbales · Escribir una tesis coherente · Saber la diferencia entre resumir y análisis · Poder sustentar ideas con evidencia · Poder parafrasear · Saber escribir oraciones temáticas y conclusivas. · Poder responder a un tema de escritura. · Empezar a deletrear en español. · Poder identificar los errores comunes de hispanohablantes (confusiones fonéticas, cambio de código, calco semántico, préstamo léxico, etc.) · Producir traducciones de textos auditivos y escritos <p><u>Lectura</u></p> <ul style="list-style-type: none"> · definición en contexto · poder hacer anotaciones en el texto o acerca del texto. · Poder usar fuentes de referencias y de investigación. · Poder leer fuentes no-ficción · Leer textos de historia oral · Ser proficientes en su comprensión de lectura <ul style="list-style-type: none"> ○ Identificar ideas principales ○ Identificar detalles relevantes o importantes ○ Identificar tono ○ Hacer conexiones con otros textos o con sus propias experiencias ○ Poder identificar el mensaje o punto de vista del autor/a <ul style="list-style-type: none"> § Formular opinión sobre esto. ○ Saber cómo usar un diccionario. 	
--	--

	<p>○ Poder identificar y responder temas culturales.</p> <p><u>Audición</u></p> <ul style="list-style-type: none"> · Cambio el medio de lectura · Música, reportajes, noticieros, novelas, documentales. · Hacer presentaciones en base a opiniones e experiencia personal · Presentar texto auditivo como texto dramático, poemas. · Transcribir entrevistas · Comprender una variedad de maneras de hablar el español. <ul style="list-style-type: none"> * Acentos, modismos, dialectos, expresiones idiomáticas. 	
NS 2	<p><u>Habla:</u></p> <ul style="list-style-type: none"> ● Poder responder bien/completamente a un tema de conversacion/diálogo ● Dominar la fluidez oral en contexto académico/registro formal ● Poder reconocer el registro formal y utilizarlo adecuadamente ● Presentaciones a tiempo limitado. ● llegar a 100% en español. ● poder aplicar el registro apropiado en presentaciones orales. ● Poder responder preguntas de la audiencia. ● Poder defender la opinión al momento de hacer una presentaciones. ● Hacer análisis oralmente con buenas justificaciones o evidencias completas. ● Traducir textos auditivos y escritos oralmente ● Poder realizar los papeles grupales y trabajar colaborativamente con los compañeros de clase para practicar y mutuamente ayudarse con su progreso en el idioma ● Practicar el uso de una grabadora <p><u>Audición:</u></p> <ul style="list-style-type: none"> ● comprender y manejar con fluidez una variedad de fuentes/textos auditivos. ● Tener capacitación adecuada en la transcripción de textos auditivos. ● Poder dar como entender texto aural que tiene múltiples pasos/elementos. <p><u>Escritura:</u></p> <ul style="list-style-type: none"> ● Escribir una tesis coherente y defensible ● Poder responder bien/completamente a un tema de escritura ● Poder justificar una tesis/argumento con evidencia ● Poder organizar su escritura según el género ● Escribir un ensayo literario ● Citar evidencia según las normativas del español. ● Dominar estructura de un párrafo. ● Escribir con buena ortografía y puntuación. ● Producir traducciones de textos auditivos y escritos 	

	<p>Lectura:</p> <ul style="list-style-type: none"> ● definición en contexto que incluye lenguaje figurado y recursos literarios ● saber los recursos literarios principales e introducción a los más avanzados ● poder usar y explorar múltiples fuentes de investigación ● poder justificar el tono, uso de detalles, el mensaje o punto de vista del autor con sus propias observaciones acerca del texto o conocimiento del tema ● Poder hacer observaciones acerca del texto ● Poder manejar, comprender, analizar y criticar textos de ficción <ul style="list-style-type: none"> ○ Recursos literarios ○ expresiones idiomáticas ○ vocabulario académico <p>* Hacer conexiones entre textos y materias y justificarlas. * Poder aplicar temas culturales y sociales.</p>	
<p>FL 3</p>	<p>Habla</p> <ul style="list-style-type: none"> * Entonación * Comparaciones * Registro * Dar justificaciones básicas * Dar descripciones, recomendaciones, sugerencias * Expresar deseos, opiniones y emociones * Dar mandatos con registro correcto * Hacer presentaciones estructuradas de diversos tipos adecuadas al contenido * Usar estructuras más complejas con más fluidez * Poder realizar los papeles grupales y trabajar colaborativamente con los compañeros de clase para practicar y mutuamente ayudarse con su progreso en el idioma * Practicar el uso de una grabadora <p>Escritura</p> <ul style="list-style-type: none"> * Ensayo de análisis/informático, descripción con llegar al dominio del género de escritura * escribir una carta informal * Empezar a resumir * Usar tenso, modo, y registro a un nivel básico * Expresar opiniones, deseos, y emociones * Escribir anuncios * Ortografía con dominio de concordancia gramática * Escribir/seguir correctamente los formatos del género de escritura <p>Lectura</p> <ul style="list-style-type: none"> * Aprender vocabulario del contexto * Interpretar y analizar a nivel básico * comprensión de artículos básicos, informáticos, culturales, leyendas. <p>Audición</p>	

	<ul style="list-style-type: none"> * Comprensión de instrucciones auditivas * identificar registro * comprender discurso/diálogos con dialectos variados. 	
FL 4	<p>Habla</p> <ul style="list-style-type: none"> ● Enfocarse en entonación ● Usar registro correcto ● Fluidez oral con la menor cantidad de errores y pausas ● Circunlocución ● Poder participar en una conversación coherentemente ● Usar el tiempo y modo adecuado. ● Discutir/debate. ● Hacer conexiones personales con la materia y otras personas. ● Practicar el uso de una grabadora ● Poder realizar los papeles grupales y trabajar colaborativamente con los compañeros de clase para practicar y mutuamente ayudarse con su progreso en el idioma <p>Escritura</p> <ul style="list-style-type: none"> ● escribir un ensayo completo persuasivo/informativo ● escribir/seguir correctamente los formatos del género de escritura ● Incluir recursos literarios en escritura ● resumir, parafrasear, análisis ● Aplicar recursos literarios. ● Escribir carta formal ● uso de acentuación/las reglas ● ortografía <p>Lectura</p> <ul style="list-style-type: none"> * Poder identificar el tono * Aprender vocabulario del contexto * Interpretar/análisis * Hacer conexiones dentro de diferentes textos y con la vida personal * Identificar recursos literarios * Resumir * SSR en español (lista de libros de básico a avanzado) <p>Audición</p> <ul style="list-style-type: none"> ● Resumir ● Análisis del cine/música ● Comprender discursos/diálogos con dialectos variados. 	
AP Lan	<p>Análisis-Síntesis basado en fuentes escritas y aurales</p> <ul style="list-style-type: none"> ● resumir, parafrasear, citar lo que se lee y lo que se escucha ● sacar conclusiones, identificar opiniones/argumentos, hacer conexiones con otros textos, hacer conexiones personales, hacer inferencias acerca de un texto (a tiempo limitado y no limitado) 	

	<ul style="list-style-type: none"> ● Poder definir palabras o frases en contexto ● Poder producir una tesis eficaz ● Usar justificaciones para apoyar argumentos, puntos de vista, interpretaciones o conclusiones ● Citar fuentes según las normativas del español ● Poder responder adecuada y completamente a un tema de escritura o discusión ● Poder expresarse con fluidez y de manera coherente oralmente y por escrito ● Poder realizar los papeles grupales y trabajar colaborativamente con los compañeros de clase para practicar y mutuamente ayudarse con su progreso en el idioma <p>Dominar estructuras ortográficas y gramaticales</p> <ul style="list-style-type: none"> ● deletreo de palabras correctamente ● acentuar correctamente ● puntuar correctamente ● escribir oraciones simples, compuestas y complejas completas ● emplear las estructuras verbales y pronominales adecuadas o necesarias para el tipo de expresión, registro o género que se esté usando ● conocer y emplear las normativas de formato necesarias para el tipo de escritura que se realice <p>Habla</p> <ul style="list-style-type: none"> ● poder comunicarse espontáneamente con la fluidez y entonación adecuada a la situación y el registro que se emplee sin perder el hilo y contenido de lo que diga el interlocutor ● pronunciar con la debida entonación ● producir conversación interrumpida en diversos contextos (a tiempo limitado y no limitado) ● comprender y emplear expresiones idiomáticas y regionalismos adecuados al material que se estudie <p>Idioma</p> <ul style="list-style-type: none"> ● demostrar conocimiento de diversos temas relativos a la naturaleza global del idioma (según se identifiquen en el currículo del examen AP) ● comprender y emplear expresiones idiomáticas y regionalismos adecuados al material que se estudie ● Capacitarse para poder comprender y expresarse en el idioma a través diferentes medios simultáneamente (oral, aural y por escrito) 	
--	--	--

AP Lit	<p>Análisis literario</p> <ul style="list-style-type: none"> ● Poder sintetizar ● Crear una tesis fuerte ● Recopilar evidencia y utilizarla para justificar su tesis y argumentos ● comprender y aplicar una variedad de términos y conceptos literarios ● hacer comparaciones <ul style="list-style-type: none"> ○ usar palabras y frases de transición para demostrar comparación ● determinar y describir el tono de un texto ● poder analizar el punto de vista e intención del autor ● conocimiento de estilos destacados de varios autores y géneros ● aplicación de resumen, paráfrasis y análisis ● poder citar según las normativas del idioma y poder usar citas de manera eficaz de una variedad de fuentes ● Poder realizar los papeles grupales y trabajar colaborativamente con los compañeros de clase para practicar y mutuamente ayudarse con su progreso en el idioma <p>Análisis poético además de las destrezas de análisis literario...</p> <ul style="list-style-type: none"> ● conocimiento de los recursos literarios que se destacan en la poesía ● conocimiento de modos estilísticos y los géneros poéticos de las diversas épocas/etapas y regiones ● aplicar modismos y estructuras poéticos para enriquecer su propio uso y comprensión de lenguaje <p>Análisis temático</p> <ul style="list-style-type: none"> ● aplicación de recursos literarios y poéticos ● hacer análisis en base a temas históricos y literarios 	
-------------------	--	--

Part 2

Examples of course plans for some subjects and grade levels grades 6 – 8.

The sample course plans below come from several different high-performing charter and district middle schools. Summit Denali’s new faculty will work to re-design, improve upon, and integrate these plans into the summit model. Newly designed course plans will follow the models of the 9 – 12 plans, which share the following characteristics:

1. They are based, when available, on the common core standards
2. They are skills focused
3. They are generated by teams of teachers collaborating with partners across school sites, at Summit Public Schools, and in the broader education and ed-tech community.

SAMPLE 8th Grade ELA

	Unit Title	Dates
1	Where I’m From	
2	Survival & Extreme Conditions	
3	Is It Worth It?	
4	Art is Power	
5	Are You What You Eat?	
6	Blueprint for My Future	
7	CST Unit	

Where I’m From (4.5 weeks, 19 classes) 28% of CST	
CA Standards	Reading <ul style="list-style-type: none"> • 8RW1.2: Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings. (2) • 8RL3.2: Evaluate the structural elements of the plot (e.g, subplots, parallel episodes, climax), the plot’s development, and the way in which conflicts are (or are not) addressed and resolved. (3) • 8RL3.3: Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts. (2) • 8RL3.7: Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach) (2) Writing

	<ul style="list-style-type: none"> • 8WS1.6: Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. (6) • 8WG2.1: Write biographies, autobiographies, short stories, or narratives: <ol style="list-style-type: none"> a) Relate a clear, coherent incident, event, or situation by using well-chosen details. b) Reveal the significance of, or the writer’s attitude about, the subject. c) Employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, background description, comparison or contrast of characters). <p>Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • 8WC1.5: Use correct punctuation and capitalization. (3) (fragments, run-ons, incorrect or missing prepositions, double negatives, dangling modifiers) • 8WC1.6: Use correct spelling conventions. (3)
--	--

Survival & Extreme Conditions (4.5 weeks, 21 classes) 31% of CST	
CA Standards	<p>Reading</p> <ul style="list-style-type: none"> • 8WA1.3: Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast. (5) • 8RC2.5: Understand and explain the use of a complex mechanical device by following technical directions. (3) • 8RC2.6: Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. (3) <p>Writing</p> <ul style="list-style-type: none"> • 8WS1.6: Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas. (6) • 8WG2.6: Write technical documents: <ol style="list-style-type: none"> a) Identify the sequence of activities needed to design a system, operate a tool, or explain the bylaws of an organization. b) Include all the factors and variables that need to be considered. c) Use formatting techniques (e.g., headings, different fonts) to aid comprehension. <p>Written and Oral English Language Conventions</p> <ul style="list-style-type: none"> • 8WC1.5: Use correct punctuation and capitalization. (3) (the absolute, no comma in a compound sentence, comma splice, no comma after an introductory element, no comma in a nonrestrictive element, no comma setting of additions at the end of a sentence, lack of commas in a series) • 8WC1.6: Use correct spelling conventions. (3)

Is It Worth It? (6 weeks, 25 classes) 27% of CST	
CA Standards	<p>Reading</p> <ul style="list-style-type: none"> • 8WA1.1: Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meaning of phrases. (2) • 8RC2.1: Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals). (2) • 8RC2.7: Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text. (3) <p>Writing</p> <ul style="list-style-type: none"> • 8WS1.1: Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion. (4) • 8WS1.3: Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. (3) • 8WS1.4: Plan and conduct multiple-step information searches by using computer networks and modems. • 8WG2.4: Write persuasive compositions: <ol style="list-style-type: none"> a) Include a well-defined thesis (i.e., one that makes a clear and knowledgeable judgment). b) Present detailed evidence, examples, and reasoning to support arguments, differentiating between facts and opinion. c) Provide details, reasons, and examples, arranging them effectively by anticipating and answering reader concerns and counterarguments. <p>Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • 8WC1.5: Use correct punctuation and capitalization. (3) (vague pronoun reference, pronoun-antecedent agreement, pronoun case, possessive apostrophe, subject-verb agreement, dropped inflectional endings, <i>do</i> and <i>have</i> agreement errors, unnecessary shift in tense) • 8WC1.6: Use correct spelling conventions. (3)

Art is Power (6 weeks, 26 classes) 32% of CST	
CA Standards	<p>Reading</p> <ul style="list-style-type: none"> • 8WA1.1: Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meaning of phrases. (2) • 8RL3.1: Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet). (2) • 8RL3.4: Analyze the relevance of the setting (e.g., place, time customs) to

	<p>the mood, tone, and meaning of the text. (2)</p> <ul style="list-style-type: none"> • 8RL3.6: Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer’s style and use those elements to interpret the work. (3) <p>Writing</p> <ul style="list-style-type: none"> • 8WS1.2: Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques. (4) • 8G2.2: Write responses to literature: <ul style="list-style-type: none"> a) Exhibit careful reading and insight in their interpretations. b) Connect the student’s own responses to the writer’s techniques and to specific textual references. c) Draw supported inferences about the effects of a literary work on its audience. d) Support judgments through references to the text, other works, other authors, or to personal knowledge. <p>Written and Oral Language Conventions</p> <ul style="list-style-type: none"> • 8WC1.1: Use correct and varied sentence types and sentence openings to present a lively and effective personal style. (2) • 8WC1.3: Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas. (3) • 8WC1.5: Use correct punctuation and capitalization. (3) (adjective strings, adjective clauses, adverb clauses, adverbs and conjunctive adverbs) • 8WC1.6: Use correct spelling conventions. (3) <p>Listening and Speaking</p> <ul style="list-style-type: none"> • 2.5: Recite poems (of four to six stanzas), sections of speeches, or dramatic soliloquies, using voice modulation, tone, and gestures expressively to enhance the meaning.
--	---

<p style="text-align: center;">Are You What You Eat? (5 weeks, 23 classes) 20% of CST</p>	
CA Standards	<p>Reading</p> <ul style="list-style-type: none"> • 8RC2.2: Analyze text that uses proposition and support patterns. (3) • 8RC2.3: Find similarities and differences between texts in the treatment, scope, or organization of ideas. (2) • 8RC2.4: Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning. (2) <p>Writing</p> <ul style="list-style-type: none"> • 8WS1.4: Plan and conduct multiple-step information searches by using computer networks and modems. • 8WS1.5: Achieve an effective balance between researched information and original ideas. • 8WG2.3: Write research reports: <ul style="list-style-type: none"> a) Define a thesis.

	<ul style="list-style-type: none"> b) Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c) Use a variety of primary and secondary sources and distinguish the nature and value of each. d) Organize and display information on charts, maps, and graphs. <p>Written and Oral English Language Conventions</p> <ul style="list-style-type: none"> • 8WC1.2: Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis. (2) • 8WC1.5: Use correct punctuation and capitalization. (3) (misuse of quotation marks, overuse of exclamation points, semicolon, colon, dash, hyphen) • 8WC1.6: Use correct spelling conventions. (3)
--	--

Blueprint for My Future (5 weeks, 22 classes) 21% of CST	
CA Standards	<p>Reading</p> <ul style="list-style-type: none"> • 8RC2.6: Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem. (3) • 8RL3.5: Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works. (1) <p>Writing</p> <ul style="list-style-type: none"> • 8WS1.3: Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices. (3) • 8WS1.5: Achieve an effective balance between researched information and original ideas. • 8WG2.5: Write documents related to career development, including simple business letters and job applications: <ul style="list-style-type: none"> a) Present information purposefully and succinctly and meet the needs of the intended audience. b) Follow the conventional format for the type of document (e.g., letter of inquiry, memorandum). <p>Written and Oral English Language Conventions</p> <ul style="list-style-type: none"> • 8WC1.4: Edit written manuscripts to ensure that correct grammar is used. (3) • 8WC1.5: Use correct punctuation and capitalization. (3) • 8WC1.6: Use correct spelling conventions. (3) (commonly confused words)

SAMPLE 6th Grade Reading

Year-long enduring understandings:

Students will understand that reading a range of print and non-print texts can create a stronger understanding of texts, of themselves, and the world around them.

There are different purposes for reading: reading to acquire new information and for fun. Through the use of comprehension strategies, we can improve our understanding of text (fiction, non-fiction, modern, and poetry) and gain new information and insight.

Interpreting texts means you should connect information to each other in a text while determining the value of the information (rank order the importance of the text!).

Using information from the text, we can also infer the perspective and arguments of the author, who is attempting to use text to convince us or make us understand his/her point of view.

Year-long essential questions:

- What can readers do when they don't understand what they're reading?
- How can I use my reading strategies? Why are they important?
- What do good readers do while they're reading?

	Unit Title	Dates
1	Coming All Together: Non-Fiction Unit (Pangaea)	(21 days)
2	Become a Strong Fiction Reader/Fiction Unit	(25 days)
3	Back It Up: Non-Fiction Unit (Global Warming)	(27 days)
4	Fiction Unit (Poetry)	(14 days)
5	Become a Strong Fiction Reader/Fiction Unit	(29 days)
6	Becoming a Strong Non-Fiction Reader/Non-Fiction Unit	(30 days)
7	Becoming a Strong Tester/Test Prep Unit	(21 days)
8	Becoming a Strong Researcher!/Research Paper/Non-Fiction Unit	(15 days)
9	The next level /7 th Grade ELA Standards	(14 days)

Coming All Together: Pangaea and Non-Fiction (21 Days) 37% of CST (42 items)	
CA Standards	Common Core Standards
1.2 Identify and interpret figurative language and words with multiple meanings. 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. 1.5 Understand and explain "shades of meaning" in related words (e.g., softly and quietly).	CCL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of the word or phrase. CCL5 Demonstrate understanding of figurative language, word relationships, and nuances in word

<p>2.3 Comprehension and Analysis of Grade-Level Appropriate Text: Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports</p> <p>2.5 Follow multiple-step instructions for preparing applications (e.g. for a public library card, bank savings account, sports club, league memberships)</p> <p>2.1 Identify the structural features of popular media (e.g. newspapers, magazines, online (information) and use the features to obtain information</p> <p>2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p>	<p>meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations of words with similar definitions. <p>CCI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CCI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p>CCI 5.a. Analyze the use of text features (e.g. graphics, headers, captions) in popular media.</p>
--	---

Cross-Curricular Standards:
 Science: Plate Tectonics and Earth’s Structure

1. 1. Plate tectonics accounts for important features of Earth’s surface and major geologic events. As a basis for understanding this concept:

- a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
- c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
- e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.

Notes for the planning process:

<p>Becoming a Better Fiction Reader! September 25-October 14 (25 days) 30% of CST</p>	
<p>CA Standards</p>	<p>Common Core Standards</p>
<p>1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word,</p>	<p>CCL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p>

<p>sentence, and paragraph clues to determine meaning.</p> <p>1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).</p> <p>3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p>3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p>	<p>Use context as a clue to the meaning of the word or phrase.</p> <p>CCL5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations of words with similar definitions.</p> <p>CCR3</p> <p>Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>CCR6 Explain how an author develops the POV of the narrator or speaker in a text.</p> <p>CCR2 Describe a theme of central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
---	--

<p align="center">Back It Up: An Author’s Argument (Global Warming) October 17-November 22 (27 Days) 40% of CST</p>	
<p align="center">CA Standards</p>	<p align="center">Common Core Standards</p>
<p>1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).</p> <p>2.3 Comprehension and Analysis of Grade-Level Appropriate Text: Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports</p> <p>2.5 Follow multiple-step instructions for preparing applications (e.g. for a public library card, bank savings account, sports club, league memberships)</p>	<p>CCL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>b. Use context as a clue to the meaning of the word or phrase.</p> <p>CCL5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>d. Interpret figures of speech in context.</p> <p>e. Use the relationship between particular words to better understand each of the words.</p> <p>f. Distinguish among the connotations of words with similar definitions.</p> <p>CCI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCI 3. Analyze in detail how a key individual, event,</p>

<p>2.1 Identify the structural features of popular media (e.g. newspapers, magazines, online (information) and use the features to obtain information</p> <p>2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p>2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.</p> <p>2.7 Make reasonable assertions about a text through accurate, supporting citations.</p> <p>2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text</p>	<p>or idea is introduced, illustrated, and elaborated in a text.</p> <p>CCI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p>CCI 5.a. Analyze the use of text features (e.g. graphics, headers, captions) in popular media.</p> <p>CCI 6 Determine the authors POV in a text and explain how it is conveyed in the text.</p> <p>CCI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>
<p>Cross-Curricular Standards:</p> <p>4. Many phenomena on Earth’s surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:</p> <p>a. Students know the sun is the major source of energy for phenomena on Earth’s surface; it powers winds, ocean currents, and the water cycle.</p> <p>b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.</p> <p>d. Students know convection currents distribute heat in the atmosphere and oceans.</p> <p>e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.</p>	

Poetry! (14 days) 33% of CST	
CA Standards	Common Core Standards
<p>1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).</p> <p>3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the</p>	<p>CCL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context as a clue to the meaning of the word or phrase.</p> <p>CCL5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech in context.</p> <p>Use the relationship between particular words to better understand each of the words.</p> <p>Distinguish among the connotations of words with</p>

<p>conflict.</p> <p>3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p>3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p>3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p>	<p>similar definitions.</p> <p>CCR3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>CCR6 Explain how an author develops the POV of the narrator or speaker in a text.</p> <p>CCR2 Describe a theme of central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
--	---

<p align="center">Becoming a Better Fiction Reader! (29 days) 33% of CST</p>	
<p align="center">CA Standards</p>	<p align="center">Common Core Standards</p>
<p>1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).</p> <p>3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p>3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p>	<p>CCL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context as a clue to the meaning of the word or phrase.</p> <p>CCL5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations of words with similar definitions.</p> <p>CCR3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>CCR6 Explain how an author develops the POV of the narrator or speaker in a text.</p> <p>CCR2 Describe a theme of central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>

3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).

Non-Fiction Unit

February 13-March 30 (30 days)
40% of CST

CA Standards	Common Core Standards
<p>1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).</p> <p>2.3 Comprehension and Analysis of Grade-Level Appropriate Text: Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>2.4 Comprehension and Analysis of Grade-Level-Appropriate Text: Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports</p> <p>2.5 Follow multiple-step instructions for preparing applications (e.g. for a public library card, bank savings account, sports club, league memberships)</p> <p>2.1 Identify the structural features of popular media (e.g. newspapers, magazines, online (information) and use the features to obtain information</p> <p>2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p>2.6 Determine the adequacy and appropriateness of the evidence for an author’s conclusions.</p> <p>2.7 Make reasonable assertions about a text through accurate, supporting citations.</p> <p>2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text</p>	<p>CCL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">c. Use context as a clue to the meaning of the word or phrase.</p> <p>CCL5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">g. Interpret figures of speech in context.</p> <p style="padding-left: 20px;">h. Use the relationship between particular words to better understand each of the words.</p> <p style="padding-left: 20px;">i. Distinguish among the connotations of words with similar definitions.</p> <p>CCI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CCI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p>CCI 5.a. Analyze the use of text features (e.g. graphics, headers, captions) in popular media.</p> <p>CCI 6 Determine the authors POV in a text and explain how it is conveyed in the text.</p> <p>CCI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

Becoming a Stronger Tester!
(15 Days)

CA Standards	Common Core Standards
<p>1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).</p> <p>2.3 Comprehension and Analysis of Grade-Level Appropriate Text: Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports</p> <p>2.5 Follow multiple-step instructions for preparing applications (e.g. for a public library card, bank savings account, sports club, league memberships)</p> <p>2.1 Identify the structural features of popular media (e.g. newspapers, magazines, online (information) and use the features to obtain information</p> <p>2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p>3.1 Identify the forms of fiction and describe the major characteristics of each form.</p> <p>3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict.</p> <p>3.3 Analyze the influence of setting on the problem and its resolution.</p> <p>3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).</p> <p>3.6 Identify and analyze features of themes conveyed through characters, actions, and images.</p> <p>3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts.</p> <p>3.8 Critique the credibility of characterization and</p>	<p>CCL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context as a clue to the meaning of the word or phrase.</p> <p>CCL5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech in context. Use the relationship between particular words to better understand each of the words. Distinguish among the connotations of words with similar definitions.</p> <p>CCI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.</p> <p>CCI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>CCI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p>CCI 5.a. Analyze the use of text features (e.g. graphics, headers, captions) in popular media.</p> <p>CCI 6 Determine the authors POV in a text and explain how it is conveyed in the text.</p> <p>CCI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.</p>

<p>the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p>	
---	--

Becoming a Stronger Researcher!
(15 Days)
33% of CST

CA Standards	Common Core Standards
---------------------	------------------------------

<p>1.2 Identify and interpret figurative language and words with multiple meanings.</p> <p>1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning.</p> <p>1.5 Understand and explain “shades of meaning” in related words (e.g., softly and quietly).</p> <p>2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics.</p> <p>2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports</p> <p>2.5 Follow multiple-step instructions for preparing applications (e.g. for a public library card, bank savings account, sports club, league memberships)</p> <p>2.1 Identify the structural features of popular media (e.g. newspapers, magazines, online (information) and use the features to obtain information</p> <p>2.2 Analyze text that uses the compare-and-contrast organizational pattern.</p> <p>3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).</p>	<p>CCL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">a. Use context as a clue to the meaning of the word or phrase.</p> <p>CCL5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">Interpret figures of speech in context.</p> <p style="padding-left: 20px;">Use the relationship between particular words to better understand each of the words.</p> <p style="padding-left: 20px;">Distinguish among the connotations of words with similar definitions.</p> <p>CCI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>CCI 4. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of ideas.</p> <p>CCI 4.a. Analyze the use of text features (e.g. graphics, headers, captions) in popular media.</p> <p>CCL4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">Use context as a clue to the meaning of the word or phrase.</p> <p>CCL5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">Interpret figures of speech in context.</p> <p style="padding-left: 20px;">Use the relationship between particular words to better understand each of the words.</p> <p style="padding-left: 20px;">Distinguish among the connotations of words with similar definitions.</p> <p>CCR3</p> <p style="padding-left: 20px;">Describe how a particular story’s or drama’s plot</p>
--	--

	<p>unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>CCR6 Explain how an author develops the POV of the narrator or speaker in a text.</p> <p>CCR2 Describe a theme of central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>
<p>Cross-Curricular Standards: Writing:</p> <p>2.3 Write research reports:</p> <p>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p>	

<p align="center">Becoming an Awesome Seventh Grader (15 Days) 25% of CST</p>	
<p align="center">CA Standards</p>	<p align="center">Common Core Standards</p>
<p>3.2 Identify events that advance the plot and determine how each event explains past or present action(s) or foreshadows future action(s).</p> <p>3.3 Analyze characterization as delineated through a character’s thoughts, words, speech patterns, and actions; the narrator’s description; and the thoughts, words, and actions of other characters.</p> <p>3.4 Identify and analyze recurring themes across works (e.g., the value of bravery, loyalty, and friendship; the effects of loneliness).</p> <p>3.5 Contrast points of view (e.g., first and third person, limited and omniscient, subjective and objective) in narrative text and explain how they affect the overall theme of the work.</p>	<p>CCL 1. Cite several pieces of textual evidence to support analysis of what the text explicitly as well as the inferences drawn from the text.</p> <p>CCL 2. Determine a theme of central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>CCL 3. Analyze how particular elements of a story or drama interact (e.g. how setting shapes the characters or plot)</p> <p>CCL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.</p> <p>CCL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>

SAMPLE 6th grade writing

	Unit Title	Dates
1	Writing an Expository Essay	(33 days)

2	Narrative Writing	(35 days)
3	Persuasive Writing	(29 days)
4	Poetry	(10 days)
5	Literature Response	(30 days)
6	Ready for testing! (Test Prep)	(5 days)
7	Writing a Research Report	(27 days)

Writing an Expository Essay (7 weeks, 33 classes) 20% of CST	
CA Standards	Common Core Standards
<p>WS1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS1.2 Create multiple-paragraph expository compositions:</p> <p>a. Engage the interest of the reader and state a clear purpose.</p> <p>b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</p> <p>c. Conclude with a detailed summary linked to the purpose of the composition.</p> <p>WS1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>WS1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>WA2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution):</p> <p>a. State the thesis or purpose.</p> <p>b. Explain the situation.</p> <p>c. Follow an organizational pattern appropriate to the type of composition.</p> <p>d. Offer persuasive evidence to validate arguments and conclusions as needed.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

Narrative Writing

(7 ½ weeks, 35 classes)

13% of CST

CA Standards	Common Core Standards
<p>WS1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>WS1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>WA2.1 Write narratives:</p> <ol style="list-style-type: none">Establish and develop a plot and setting and present a point of view that is appropriate to the stories.Include sensory details and concrete language to develop plot and character.Use a range of narrative devices (e.g., dialogue, suspense).	<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ol style="list-style-type: none">Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.Provide a conclusion that follows from the narrated experiences or events. <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

Persuasive Writing

(6 weeks, 29 classes)

12% of CST

CA Standards	Common Core Standards
<p>WS1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>WA2.5 Write persuasive compositions:</p> <ol style="list-style-type: none">State a clear position on a proposition or proposal.Support the position with organized and relevant evidence.	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none">Introduce claim(s) and organize the reasons and evidence clearly.Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.Establish and maintain a formal style.

<p>c. Anticipate and address reader concerns and counterarguments.</p>	<p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>Cross-Curricular Standards: Listening & Speaking 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.</p>	

<p>Poetry (2 weeks, 10 classes) 0% of CST</p>	
CA Standards	Common Core Standards
<p>WS1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>
<p>Cross-Curricular Standards: Listening & Speaking 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect.</p> <p>Reading 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme.</p>	

<p>Lit Response (6 weeks, 30 classes) 12% of CST</p>	
CA Standards	Common Core Standards
<p>WS1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>

<p>WA2.4 Write responses to literature:</p> <p>a. Develop an interpretation exhibiting careful reading, understanding, and insight.</p> <p>b. Organize the interpretation around several clear ideas, premises, or images.</p> <p>c. Develop and justify the interpretation through sustained use of examples and textual evidence.</p>	<p>new approach.</p>
---	----------------------

<p style="text-align: center;">Ready Writing (1 week, 5 classes) 44% of CST</p>	
<p style="text-align: center;">CA Standards</p>	<p style="text-align: center;">Common Core Standards</p>
<p>WS1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS1.2 Create multiple-paragraph expository compositions:</p> <p>b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader.</p> <p>c. Conclude with a detailed summary linked to the purpose of the composition.</p> <p>WS1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order.</p> <p>WS1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.</p> <p>WS1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>WC1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p> <p>WC1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>WC1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

<p>commas when linking two clauses with a conjunction in compound sentences.</p> <p>WC1.4 Use correct capitalization.</p> <p>WC1.5 Spell frequently misspelled words correctly (e.g., <i>their</i>, <i>they're</i>, <i>there</i>).</p>	
--	--

Writing a Research Report (6 weeks, 27 classes) 12% of CST	
CA Standards	Common Core Standards
<p>WS1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.</p> <p>WS1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p> <p>WA2.3 Write research reports:</p> <p>a. Pose relevant questions with a scope narrow enough to be thoroughly covered.</p> <p>b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches).</p> <p>c. Include a bibliography.</p>	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p>
<p>Cross-Curricular Standards:</p> <p>Listening & Speaking</p> <p>1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience.</p> <p>1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.</p> <p>2.2 Deliver informative presentations:</p> <p>a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered.</p> <p>b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).</p>	

Conventions - will be covered in each unit 21% of CST	
CA Standards	Common Core Standards
<p>WC1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts.</p>	<p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>

<p>WC1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects.</p> <p>WC1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences.</p> <p>WC1.4 Use correct capitalization.</p> <p>WC1.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>).</p> <p>WS1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.</p>	<p>new approach.</p>
<p>Cross-Curricular Standards: Reading 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing.</p>	

SAMPLE 6th Social Studies

Year-long enduring understandings:

How does geography influence culture

	Unit Title	Dates
1	What is World History?	9 classes
2	Paleolithic Era-Agricultural Revolution	20 classes
3	Mesopotamia, Egypt, Kush	19 classes
4	Judaism	12 classes
	Mini Research Project	14 classes
5	Ancient Greece	19 classes
6	Ancient Rome	18 classes
7	Ancient India	24 classes
8	Ancient China	24 classes
	Review	6 classes

<p>Paleolithic era-Agricultural Revolution 20 classes 6.25% of CST CA Standards</p>
--

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.
2. *Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.*
3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

Mesopotamia, Egypt, Kush

09.29.11-10.26.11 19 classes

12.5% of CST

CA Standards

6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. *Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.*
2. *Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.*
3. *Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.*
4. *Know the significance of Hammurabi's Code.*
5. *Discuss the main features of Egyptian art and architecture.*
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. *Trace the evolution of language and its written forms.*

Judaism

20 classes

18.75% of CST

CA Standards

6.3 Students analyze the geographic, political, economic, religious, and social

structures of the Ancient Hebrews.

1. *Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.*
2. *Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.*
3. *Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.*
4. *Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.*
5. *Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.*

Ancient Greece

21 classes
18.75% of CST

CA Standards

6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. *Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.*
2. *Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration).*
3. *State the key differences between Athenian, or direct, democracy and representative democracy.*
4. *Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's Iliad and Odyssey, and from Aesop's Fables.*
5. *Outline the founding, expansion, and political organization of the Persian Empire.*
6. *Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.*
7. *Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.*
8. *Describe the enduring contributions of important Greek figures in the arts and **sciences** (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).*

Rome

18 classes
18.75% of CST

CA Standards

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. *Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.*
2. *Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).*
3. *Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.*
4. *Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire.*
5. *Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.*
6. *Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).*
7. *Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.*
8. *Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.*

Ancient India

03.22.12-05.02.12 24 classes
12.5% of CST

CA Standards

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. *Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.*
2. *Discuss the significance of the Aryan invasions.*
3. *Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.*
4. *Outline the social structure of the caste system.*
5. *Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.*
6. *Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.*
7. *Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the*

Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).

Ancient China

24 classes
12.5% of CST

CA Standards

6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
3. *Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism.*
4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
5. *List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.*
6. *Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.*
7. *Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations.*
8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

SAMPLE 7th Grade Social Studies

	Unit Title	Dates
1	Fall of Rome and Medieval Europe	
2	Islam and the Crusades	
3	West Africa	
4	China	
5	Japan	
6	The Americas	
7	The Renaissance	
8	The Reformation	
9	Exploration and Scientific Revolution	

Fall of Rome and Medieval Europe

(6 weeks, 28 Classes)

__% of CST

CA Standards	Common Core Standards
<p>7.1.1: Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</p> <p>7.6.3: Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.</p> <p>7.6.4: Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).</p>	<ul style="list-style-type: none"> - Determine the central idea or information of a primary or secondary source; provide an accurate summary of the sources distinct from prior knowledge - Integrate visual information - Draw evidence from informational text to support analysis reflection, and research.

Islam

(5 weeks ,24 classes

__% of CST

CA Standards	
CA Standards	<p>7.2.2: Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.</p> <p>7.2.3: Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.</p> <p>7.2.4: Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.</p>

	7.6.6: Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
Core Standards	<ul style="list-style-type: none"> - Determine the central idea or information of a primary or secondary source; provide an accurate summary of the sources distinct from prior knowledge - Integrate visual information - Draw evidence from informational text to support analysis reflection, and research.

West Africa (4 weeks, 19 classes) __% of CST	
CA Standards	7.4.1: Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.
Core Standards	<ul style="list-style-type: none"> - Determine the central idea or information of a primary or secondary source; provide an accurate summary of the sources distinct from prior knowledge - Integrate visual information - Draw evidence from informational text to support analysis reflection, and research.

China (4 weeks, 20 classes) __% of CST	
CA Standards	7.3.1: Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. 7.3.5: Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.
Core Standards	<ul style="list-style-type: none"> - Determine the central idea or information of a primary or secondary source; provide an accurate summary of the sources distinct from prior knowledge - Integrate visual information - Draw evidence from informational text to support analysis reflection, and research.

Japan (4 weeks, 18 classes)	
---------------------------------------	--

_ % of CST	
CA Standards	<p>7.5.3: Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai and the lasting influence of the warrior code in the twentieth century.</p> <p>7.5.6: Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society</p>
Core Standards	<ul style="list-style-type: none"> - Determine the central idea or information of a primary or secondary source; provide an accurate summary of the sources distinct from prior knowledge - Integrate visual information - Draw evidence from informational text to support analysis reflection, and research.

The Americas (4 weeks 20 classes) _ % of CST	
CA Standards	<p>7.7.2: Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.</p> <p>7.7.3: Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p>
Core Standards	<ul style="list-style-type: none"> - Determine the central idea or information of a primary or secondary source; provide an accurate summary of the sources distinct from prior knowledge - Integrate visual information - Draw evidence from informational text to support analysis reflection, and research.
Cross-Curricular Standards	

The Renaissance (3 weeks, 13 classes) _ % of CST	
CA Standards	7.8.1: Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between

	intellect and religious faith). 7.8.5: Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).
Core Standards	- Determine the central idea or information of a primary or secondary source; provide an accurate summary of the sources distinct from prior knowledge - Integrate visual information - Draw evidence from informational text to support analysis reflection, and research.
Cross-Curricular Standards	

The Reformation (3 weeks, 15 classes) __% of CST	
CA Standards	7.9.1: List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences). 7.9.2: Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale). 7.9.4: Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
Core Standards	- Determine the central idea or information of a primary or secondary source; provide an accurate summary of the sources distinct from prior knowledge - Integrate visual information - Draw evidence from informational text to support analysis reflection, and research.
Cross-Curricular Standards	

Exploration and Scientific Revolution (4 weeks, 24 classes)

% of CST	
CA Standards	<p>7.10.1: Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).</p> <p>7.10.2: Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).</p> <p>7.11.1: Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.</p> <p>7.11.3: Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.</p> <p>7.11.5: Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Lock, Charles-Louis Montesquieu, American founders)</p>
Core Standards	<ul style="list-style-type: none"> - Determine the central idea or information of a primary or secondary source; provide an accurate summary of the sources distinct from prior knowledge - Integrate visual information - Draw evidence from informational text to support analysis reflection, and research.
Cross-Curricular Standards	

SAMPLE United States Social Studies, 8th Grade

	Unit Title	Dates
1	The Rebels: American Colonies and Revolutionaries	(4 weeks)
2	United States Constitution	(4 weeks)
3	United States Ideals and Foreign Policy	(5 weeks)
4	Regions of the United States	(5 weeks)
5	United States Civil War and Reconstruction	(8 weeks)
6	United States Progress and Reform	(4 weeks)
7	CST Review	(4 weeks)
8	World Power: United States in the 20 th Century	(6 weeks)

The Rebels: American Colonies and Revolutionaries		
(4 weeks, 16 instructional days) 4% of CST		
CA Standards		Common Core Standards
<i>HI1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.</i>		
<i>HI3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns</i>		
8.1.2 – analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (key phrases such as “all men are created equal, that they are endowed by their creator with certain unalienable rights”)		
8.1.4 – Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions		

United States Constitution		
(4 weeks, 19 instructional days) 9% of CST		
CA Standards		Common Core Standards
<i>REP5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used and author’s perspectives).</i>		
<i>HSSAS3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</i>		
<i>REP3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories</i>		
<i>HI2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the</i>		

<i>long- and short-term causal relations.</i>		
<i>REP2. Students distinguish fact from opinion in historical narratives and stories.</i>		
8.2.3 – Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause		
8.2.6 – Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights		
8.2.7 – Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights		
8.3.4 – understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g. view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt)		
8.3.6 – describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and monitor and influence government (e.g. function of elections, political parties, and interest groups)		

United States Ideals and Foreign Policy (5 weeks, 22 instructional days) 7% of CST	
CA Standards	Common Core Standards
<i>REP4. Students assess the credibility of primary and secondary sources and draw sound conclusions about them.</i>	
<i>HSSAS3. Students use a variety of maps and documents to</i>	

<i>identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.</i>	
8.3.4 – understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g. view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt)	
8.4.4 – discuss daily life, including traditions in art, music, and literature of early national America (e.g. through writing by Washington Irving, James Fenimore Cooper)	
8.5.2 – Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War	
Cross-Curricular Standards:	
Notes for the planning process:	

Regions of the United States (5 weeks, 21 instructional days) 11% of CST	
CA Standards	Common Core Standards
<i>H12. Students construct various time lines of key events, people, and periods of the historical era they are studying.</i>	
8.5.2 – Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War	
8.6.2 – Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g. Henry Clay’s American System)	

8.6.6 – Examine the women’s suffrage movement (e.g. biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony)	
8.7.1 – Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin	
8.7.2 – trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g. through the writing and historical documents on Nat Turner, Denmark Vesey)	
8.8.1 – Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the national Bank, policy of Indian removal, opposition to the Supreme Court)	
8.8.2 – Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail fo Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.	
8.8.6 – Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.	

United States Civil War and Reconstruction (6 weeks, 26 instructional days) 17% of CST	
CA Standards	Common Core Standards
8.7.1 – Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.	
8.7.2 – trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g. through the writing and historical documents on Nat Turner, Denmark Vesey)	
8.9.1 – Describe the leaders of the abolitionist movement (John Quincy Adams and his proposed constitutional amendment, John	

Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass)	
8.9.4 – Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850	
8.9.5 – Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854) the <i>Dred Scott v. Sandford</i> decision (1857), and the Lincoln-Douglas debates (1858).	
8.10.1 – Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun	
8.10.4 – Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865)	
8.10.6 – Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox	
8.11.1 – List the original aims of Reconstruction and describe its effects on the political and social structures of different regions	
8.11.3 – Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen including segregation and “Jim Crow” laws	
8.11.5 – Understand the 13 th , 14 th , and 15 th Amendments and analyze their connection to Reconstruction	
Cross-Curricular Standards:	

United States Progress and Reform (6 weeks, 27 instructional days) 3% of CST	
CA Standards	Common Core Standards
8.6.6 – Examine the women’s suffrage movement (e.g. biographies,	

writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony)	
8.12.2 – Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization	
8.12.4 – Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (Andrew Carnegie, John D. Rockefeller, Leland Stanford)	

SAMPLE 7th Grade Science

YEAR LONG ENDURING UNDERSTANDINGS

- *Students will understand that all living things are made of cells. Cells are so tiny that they can only be seen through a microscope.(CELLS)*
- *Students will understand that cells in every living thing have something called “genes” and these genes decide which traits each and every living thing should have.(GENES)*
- *Students will be able to tell the difference between a plant and animal cell. Students should understand structures and functions of the human body (how bones and muscles work together, the structures of the eye and ear, and the function of the umbilicus and placenta during pregnant) and understand the structure and processes of flowering plants.(LIVING SYSTEMS)*
- *Students will understand that living things look so different from one another because of a theory called evolution. Students will understand how Charles Darwin is related to evolution and Darwin’s theory of natural selection. (EVOLUTION)*
- *Students will explain how rocks have made a big impact on Earth’s surface, including volcanic eruptions and asteroids. Students will also explain how the rock cycle recycles rocks and creates new types of rocks.(ROCKS)*
- *Students will be able to explain what light is and how objects are seen. Students will also be able to explain how light travels and the difference between reflection and refraction. (LIGHT)*

ESSENTIAL QUESTIONS FOR EACH UNIT

CELLS

- What are living things made of?
- How are plant cells different from animal cells?

- What is mitosis?
- What does the term “differentiation” mean?

GENES

- What are traits?
- What is the difference between sexual and asexual organisms?
- What is the difference between dominant and recessive genes?
- I’ve heard the term “DNA” a lot but what does it mean?

LIVING SYSTEMS

- How are plants and animals organized in order to function?
- What are organ systems and how do they function?
- How do the bones and muscles in our body work together?
- What are flowering plants and what do they create?

EVOLUTION

- What does the term “natural selection” mean?
- Who is Charles Darwin and why is he so important?
- Three different pieces of evidence support evolution—what are they and why do people use these to back up the theory of evolution?
- What is extinction and why does it occur?

ROCKS

- What are geologic processes and how have they changed Earth over time?
- What is the rock cycle and where can you find the oldest rocks?
- What are 2 different pieces of evidence that tell us about Earth’s age? How old is Earth?
- How has the movement of Earth’s plates affected living things on Earth over time?

LIGHT

- What is light and how are we able to see different things?
- How does light travel?
- What is the difference between reflection and refraction?
- What is a simple lens and how can it be used?

CELLS UNIT

- **Weeks:** *6 weeks and 2 days*

CA Standards

Common Core Standards

<p>7LS1a Students know cells function similarly in all living organisms.</p> <p>7LS1b Students know the characteristics that distinguish plant cells from animal cells.</p> <p>7LS1c Students know the nucleus is the repository for genetic information in plant and animal cells.</p> <p>7LS1d Students know that mitochondria liberate energy for the work that cells do and that chloroplasts capture sunlight energy for photosynthesis.</p> <p>7LS1e Students know cells divide to increase their numbers through a process of mitosis, which results in two daughter cells with identical sets of chromosomes.</p> <p>7LS1f Students know that as multicellular organisms develop, their cells differentiate.</p> <p>7IE7a Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.</p> <p>7IE7c Communicate the logical connection among hypotheses, science concepts, tests conducted, data collected, and conclusions drawn from the scientific evidence.</p> <p>7LS7e Communicate the steps and results from an investigation in written reports and oral presentations.</p>	<p>Integration of Knowledge and Ideas (9.) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>Key Ideas and Details (3.) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p>
--	--

<p><u>GENES UNIT</u></p>	
<p>• Weeks: <i>6 weeks and 3 days</i></p>	
<p>CA Standards</p>	<p>Common Core Standards</p>
<p>7LS2a</p>	<p>Research to Build and Present Knowledge (7.) Conduct short research projects to answer a</p>

<p>Students know the differences between the life cycles and reproduction methods of sexual and asexual organisms.</p> <p>7LS2b Students know sexual reproduction produces offspring that inherit half their genes from each parent.</p> <p>7LS2c Students know an inherited trait can be determined by one or more genes.</p> <p>7LS2d Students know plant and animal cells contain many thousands of different genes and typically have two copies of every gene. The two copies (or alleles) of the gene may or may not be identical, and one may be dominant in determining the phenotype while the other is recessive.</p> <p>7LS2e Students know DNA (deoxyribonucleic acid) is the genetic material of living organisms and is located in the chromosomes of each cell.</p> <p>7IE7b Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.</p>	<p>question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>Research to Build and Present Knowledge (8.) Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>
--	---

<u>LIVING SYSTEMS UNIT</u>	
<ul style="list-style-type: none"> Weeks: <i>6 weeks and 2 days</i> 	
CA Standards	Common Core Standards
<p>7LS5a Students know plants and animals have levels of organization for structure and function, including cells, tissues, organs, organ systems, and the whole organism.</p> <p>7LS5b Students know organ systems function because of the contributions of individual organs, tissues, and cells. The</p>	<p>Text Types and Purposes (2, 2a.) Write informative/explanatory texts, including the narrative/historical events, scientific procedures/experiments, or technical processes.</p> <p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and</p>

<p>failure of any part can affect the entire system.</p> <p>7LS5c Students know how bones and muscles work together to provide a structural framework for movement.</p> <p>7LS5d Students know how the reproductive organs of the human female and male generate eggs and sperm and how sexual activity may lead to fertilization and pregnancy.</p> <p>7LS5e Students know the function of the umbilicus and placenta during pregnancy.</p> <p>7LS5f Students know the structures and processes by which flowering plants generate pollen, ovules, seeds, and fruit.</p> <p>7PS6h Students know how to compare joints in the body (wrist, shoulder, thigh) with structures used in machines and simple devices (hinge, ball-and-socket, and sliding joints)</p> <p>7PS6i Students know how levers confer mechanical advantage and how the application of this principle applies to the musculoskeletal system.</p> <p>7PS6j Students know that contractions of the heart generate blood pressure and that heart valves prevent backflow of blood in the circulatory system.</p> <p>7IE7a Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.</p> <p>7IE7b Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.</p>	<p>information into broader categories as appropriate to achieving purpose; include formatting (e.g. headings), graphics (e.g. charts, tables), and multimedia when useful to aiding comprehension.</p>
--	---

7IE7d

Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g., motion of Earth's plates and cell structure)

EVOLUTION UNIT

- **Weeks:** *6 weeks and 3 days*

CA Standards**Common Core Standards****7LS3a**

Students know both genetic variation and environmental factors are causes of evolution and diversity of organisms.

7LS3b

Students know the reasoning used by Charles Darwin in reaching his conclusion that natural selection is the mechanism of evolution.

7LS3c

Students know how independent lines of evidence from geology, fossils, and comparative anatomy provide the bases for the theory of evolution.

7LS3d

Students know how to construct a simple branching diagram to classify living groups of organisms by shared derived characteristics and how to expand the diagram to include fossil organisms.

7LS3e

Students know the extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

7IE7b

Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.

7IE7d

Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g. motion of Earth's plates and cell structure)

Integration of Knowledge and Ideas (8.)

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Text Types and Purposes (1, 1a)

Write arguments focused on discipline-specific content.

Introduce claim(s) about a topic or issue (evolution), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

ROCKS UNIT

- **Weeks:** 6 weeks and 2 days

CA Standards

7ES4a

Students know Earth processes today are similar to those that occurred in the past and slow geologic processes have large cumulative effects over long periods of time.

7ES4b

Students know the history of life on Earth has been disrupted by major catastrophic events, such as major volcanic eruptions or the impacts of asteroids.

7ES4c

Students know that the rock cycle includes the formation of new sediment and rocks and that rocks are often found in layers, with the oldest generally at the bottom.

7ES4d

Students know that evidence from geologic layers and radioactive dating indicates Earth is approximately 4.6 billion years old and that life on this planet has existed for more than 3 billion years.

7ES4e

Students know fossils provide evidence of how life and environmental conditions have changed.

7ES4f

Students know how movements of Earth's continental and oceanic plates through time, with associated changes in climate and geographic connections, have affected the past and present distribution of organisms.

7ES4g

Students know how to explain significant developments and extinctions of plant and animal life on the geologic time scale.

7IE7d

Construct scale models, maps, and appropriately labeled diagrams to communicate scientific knowledge (e.g. motion of Earth's plates and cell structure)

Common Core Standards

Production and Distribution of Writing (6.)

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LIGHT UNIT

- **Weeks:** 6 weeks

CA Standards

Common Core Standards

<p>7PS6a Students know visible light is a small band within a very broad electromagnetic spectrum.</p> <p>7PS6b Students know that for an object to be seen, light emitted by or scattered from it must be detected by the eye.</p> <p>7PS6c Students know light travels in straight lines if the medium it travels through does not change.</p> <p>7PS6d Students know how simple lenses are used in a magnifying glass, the eye, a camera, a telescope, and a microscope.</p> <p>7PS6e Students know that white light is a mixture of many wavelengths (colors) and that retinal cells react differently to different wavelengths.</p> <p>7PS6f Students know light can be reflected, refracted, transmitted, and absorbed by matter.</p> <p>7PS6g Students know the angle of reflection of a light beam is equal to the angle of incidence.</p> <p>7IE7b Use a variety of print and electronic resources (including the World Wide Web) to collect information and evidence as part of a research project.</p>	<p>Integration of Knowledge and Ideas (9) Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>
---	--

Sample 7th Grade Mathematics Scope and Sequence

	Unit Title	Dates
1	Number Sense Basics	(23 days)
2	Consumer Math	(16 days)
3	Foundations of Algebra	(13 days)
4	Algebraic Equations and Inequalities	(14 days)
5	Exponents	(14 days)

6	Rates and Proportions	(14 days)
7	Linear Functions and Graphing	(7 days)
8	Two-Dimensional Geometry	(11 days)
9	Right Triangles in Algebra	(6 days)
10	Three-Dimensional Geometry	(9 days)
11	Statistics, Data Analysis, and Probability	(7 days)
12	CST Review	(10 days)
13	Post-CST (Beginning 8 th Grade Standards)	

Number Sense Basics (23 days) 15% of CST	
CA Standards	<p>*NS 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals), and take positive rational numbers to whole-number powers.</p> <p>*NS 1.4: Differentiate between rational and irrational numbers</p> <p>NS 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications</p> <p>*NS 1.5: Know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions</p> <p>*NS 2.2: Add and subtract fractions by using factoring to find common denominators</p> <p>*NS 2.5: Understand the meaning of the absolute value of a number; interpret the absolute value as the distance of the number from zero on a number line; and determine the absolute value of real numbers</p>
Common Core Standards	<p>NS.1: Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.</p> <p>a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i></p> <p>b. Understand $p + q$ as the number located a distance q from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real world contexts.</p> <p>c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.</p> <p>NS.2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>a. Understand that multiplication is extended from fractions to rational numbers by requiring</p>

	<p>that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.</p> <p>d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0's or eventually repeats.</p> <p>NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers.</p> <p>NS.4: Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.</p> <p>EE.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p>
<p>Cross-Curricular Standards</p>	

<p style="text-align: center;">Consumer Math (17 days) 11% of CST</p>	
<p>CA Standards</p>	<p>NS 1.3: Convert fractions to decimals and percents and use these representations in estimations, computations, and applications</p> <p>NS 1.6: Calculate the percentage of increases and decreases of a quantity</p> <p>*NS 1.7: Solve problems that involve discounts, markups, commissions, and profit and compute simple compound interest</p>
<p>Common Core Standards</p>	<p>RP.3: Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i></p>

	<p>EE.3: Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.</i></p>
--	---

<p style="text-align: center;">Foundations of Algebra (13 days) 11% of CST</p>	
<p style="text-align: center;">CA Standards</p>	<p>*AF 1.3: Simplify numerical expressions by applying properties of rational numbers (e.g., identity, inverse, distributive, associative, commutative) and justify the process used.</p> <p>AF 1.2: Use the correct order of operations to evaluate algebraic expressions such as $3(2x+5)^2$</p> <p>AF 1.4: Use algebraic terminology (e.g. variable, equation, term, coefficient, inequality, expression, constant) correctly</p> <p>AF 1.1: Use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description</p>
<p style="text-align: center;">Common Core Standards</p>	<p>NS.1(d): Apply properties of operations as strategies to add and subtract rational numbers.</p> <p>EE.1: Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p> <p>EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p style="padding-left: 20px;">a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p style="padding-left: 20px;">b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you</i></p>

	<i>need to make, and describe the solutions.</i>
--	--

Algebraic Equations and Inequalities (14 days) 8% of CST	
CA Standards	<p>*AF 4.1: Solve 2-step linear equations and inequalities in one variable over the rational numbers, interpret the solution or solutions in the context from which they arose, and verify the reasonableness of the results</p>
Common Core Standards	<p>EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.</p> <p>a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i></p> <p>b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i></p>

Exponent Rules (14 days) 9% of CST	
CA Standards	<p>NS 2.4: Use the inverse relationship between raising to a power and extracting the root of a perfect square integer; for an integer that is not square, determine without a calculator the two integers between which its square root lies and explain why.</p> <p>*NS 1.2: Add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers</p> <p>AF 2.1: Interpret positive whole-number powers as repeated multiplication and negative whole-number powers as repeated division or multiplication by the multiplicative inverse. Simplify and evaluate expressions that include exponents</p> <p>NS 1.1: Read, write, and compare rational numbers in scientific notation (positive and negative powers of 10) with approximate numbers using scientific notation</p>

	<p>*NS 2.3: Multiply, divide, and simplify rational numbers by using exponent rules</p> <p>NS 2.1: Understand negative whole-number exponents. Multiply and divide expressions involving exponents with a common base</p> <p>AF 2.2: Multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent</p>
Common Core Standards	<p>EE.6: Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</p>

Ratios, Rates, and Proportions (14 days) 14% of CST	
CA Standards	<p>*AF 4.2: Solve multi step problems involving rate, average speed, distance, and time or a direct variation</p> <p>MG 1.1: Compare weights, capacities, geometric measures, times, and temperatures within and between measurement systems (e.g., miles per hour and feet per second, cubic inches to cubic centimeters).</p> <p>MG 1.2: Construct and read drawings and models made to scale.</p> <p>*MG 1.3: Use measures expressed as rates and measures expressed as products to solve problems; check the units of the solutions; and use dimensional analysis to check the reasonableness of the answer</p> <p>MG 2.4: Relate the changes in measurement with a change of scale to the units used (e.g., square inches, cubic feet) and to conversions between units (1 square foot = 144 square inches)</p>
Common Core Standards	<p>RP.1: Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></p> <p>RP.2: Recognize and represent proportional relationships between quantities.</p> <ol style="list-style-type: none"> Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p</i>

	G.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.
--	---

Linear Functions and Graphing (7 days) 8% of CST

CA Standards	<p>*AF 3.3: Graph linear functions, noting that the vertical change (change in y-value) per unit of horizontal change (change in x-value) is always the same and know that the ratio ("rise over run") is called the slope of a graph</p> <p>*AF 3.4: Plot the values of quantities whose ratios are the same. Fit a line to the plot and understand that the slope of the line equals the quantities</p> <p>AF 1.5: Represent quantitative relationships graphically and interpret the meaning of a specific part of a graph in the situation represented by the graph</p>
---------------------	--

Two-Dimensional Geometry (11 days) 5% of CST

CA Standards	<p>MG 3.1: Identify and construct basic elements of geometric figures (e.g., altitudes, midpoints, diagonals, angle bisectors, and perpendicular bisectors; central angles, radii, diameters, and chords of circles) by using a compass and straightedge.</p> <p>MG 2.1: Use formulas routinely for finding the perimeter and area of basic 2-D figures including rectangles, parallelograms, trapezoids, squares, triangles, and circles</p> <p>MG 2.2: Estimate and compute the area of more complex or irregular 2-D figures by breaking the figures down into more basic geometric objects</p> <p>MG 3.2: Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their image under translations and reflections</p> <p>*MG 3.4: Demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures</p>
---------------------	--

Common Core Standards	<p>G.4: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.</p> <p>G.5: Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.</p>
------------------------------	--

	G.6: Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
Cross-Curricular Standards	

Right Triangles in Algebra (6 days) 6% of CST	
CA Standards	*MG 3.3: Know and understand the Pythagorean theorem and its converse and use it to find the length of the missing side of a right triangle and the lengths of other line segments and, in some situations, empirically verify the Pythagorean theorem by direct measurement
Common Core Standards	

Three-Dimensional Geometry (9 days) 2% of CST	
CA Standards	MG 2.1: Use formulas routinely for finding the perimeter and area of basic two-dimensional figures and the surface area and volume of basic three-dimensional figures, including rectangles, parallelograms, trapezoids, squares, triangles, circles, prisms, and cylinders. *MG 3.6: Identify elements of three-dimensional geometric objects (e.g., diagonals of rectangular solids) and describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).
Common Core Standards	G.3: Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. <i>Describe how two or more objects are related in space (e.g., skew lines, the possible ways three planes might intersect).</i> G.7: Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real –world and mathematical problems.
Cross-Curricular Standards	

Statistics, Data Analysis, and Probability (7 days) 8% of CST	
--	--

CA Standards	<p>SDAP 1.1: Know various forms of display for data sets, including a stem-and-leaf plot or box-and-whisker plot; use the forms to display a single set of data or to compare two sets of data.</p> <p>SDAP 1.2: Represent two numerical variables on a scatter plot and informally describe how the data points are distributed and any apparent relationship that exists between the two variables.</p> <p>*SDAP 1.3: Understand the meaning of, and be able to compute, the minimum, the lower quartile, the median, the upper quartile, and the maximum of a data set.</p>
Common Core Standards	SP.4: Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.
Cross-Curricular Standards	

8th Grade Math Prep	
CA Standards	<p>Algebra 4.0: Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.</p> <p>Algebra 2.0: Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and raising to a fractional power. They understand and use the rules of exponents.</p> <p>Algebra 8.0: Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.</p>
Common Core Standards	
Cross-Curricular Standards	

SAMPLE Algebra 1 Scope and Sequence

Year-long essential questions:

How do I know my answer is right? How does knowing where to start help solve problems?

How do you determine which formula or equation to use when solving a problem?

	Unit Title	Dates
1	Introduction to Algebra; Integers and Real numbers (a/s/m/d)	
2	Rational and irrational numbers and properties	

3	Understanding and using operations	
4	Exponent Laws	
5	Order of Operations evaluating Algebraic expressions	
6	Simplifying expressions	

Introduction to Algebra (3+ Weeks) 18 days 6 % of CST	
CA Standards	Common Core Standards
<p>1.0 Students identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:</p> <p>1.1 Students use properties of numbers to demonstrate whether assertions are true or false.</p> <p>2.0* Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and rising to a fractional power. They understand and use the rules of exponents.</p> <p>(7) AF 1.2 Use the correct order of operations to evaluate algebraic expressions</p>	<p>Extend the properties of exponents to rational exponents.</p> <p>1. Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.</i> (Common Core Standard N-RN-1)</p> <p>2. Rewrite expressions involving radicals and rational exponents using the properties of exponents. (Common Core Standard N-RN-2)</p> <p>Use properties of rational and irrational numbers.</p> <p>3. <i>Understand informally that</i> the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational. (Common Core Standard N-RN-3)</p> <p>Algebra Expressions and Equations</p> <p>Work with radicals and integer exponents.</p> <p>1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i> (Common Core Standard 8EE-1)</p> <p>2. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. (Common Core Standard 8EE-4)</p>
Cross-Curricular Standards:	

Linear Equations and Inequalities

	Unit Title	Dates
1	Simplify expressions	
2	Multistep linear equations	
3	Multistep linear inequalities	
4	Word problems; linear equations	
5	Word problems; linear inequalities	
6	Absolute values	

Linear Equations and Inequalities (3 weeks) 14 days 15% of CST	
CA Standards	Common Core Standards
<p>4.0* Students simplify expressions before solving linear equations and inequalities in one variable.</p> <p>5.0* Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</p> <p>3.0 Students solve equations and inequalities involving absolute values.</p>	<p>Analyze and solve linear equations and pairs of simultaneous linear equations.</p> <p>5. Solve linear equations in one variable. (Common Core Standard 8EE-7)</p> <p>a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). (Common Core Standard 8EE-7a)</p> <p>b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. (Common Core Standard 8EE-7b)</p> <p>Create equations that describe numbers or relationships</p> <p>11. <i>Create equations and inequalities in one variable including ones with absolute value and use them to solve problems in and out of context, including equations arising from linear functions.</i></p> <p>12. Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales (<i>limit to linear and quadratic</i>). (Common Core Standard A-CED-2)</p> <p>13. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> (Common Core Standard A-CED-3)</p> <p>14. Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. <i>For example, rearrange Ohm's law $V = IR$ to highlight resistance R.</i></p>

	<p>(Common Core Standard A-CED-4) Updated 10/18/10 38 Reasoning with Equations and Inequalities Solve equations and inequalities in one variable</p> <p>15. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. (Common Core Standard A-REI-3)</p> <p>16. Solve quadratic equations in one variable. (Common Core Standard A-REI-4)</p> <p>a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. (Common Core Standard A-REI-4a)</p> <p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b. (Common Core Standard A-REI-4b)</p> <p>Investigate patterns of association in bivariate data.</p> <p>1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (Common Core Standard 8SP-1)</p> <p>2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (Common Core Standard 8SP-2)</p> <p>3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i> (Common Core Standard 8SP-3)</p> <p>4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i> (Common Core</p>
--	---

	Standard 8SP-4)
Cross-Curricular Standards:	

Graphing Linear Equations and Inequalities

	Unit Title	Dates
1	Graphing Linear Equations	
2	X and Y intercepts	
3	Identifying points from a line	
4	Identifying linear equations from a graph	
5	Parallel and Perpendicular lines	
6		

Graphing Linear Equations and Inequalities (4 weeks) 14 days 14% of CST	
CA Standards	Common Core Standards
<p>6.0* Students graph a linear equation and compute the x- and y-intercepts (e.g., graph $2x + 6y = 4$). They are also able to sketch the region defined by linear inequality (e.g., they sketch the region defined by $2x + 6y < 4$).</p> <p>7.0* Students verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.</p> <p>8.0 Students understand the concepts of parallel lines and perpendicular lines and how those slopes are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.</p>	<p>Understand the connections between proportional relationships, lines, and linear equations.</p> <p>3. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i> (Common Core Standard 8EE-5)</p> <p>4. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b. (Common Core Standard 8EE-6)</p> <p>c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i> (Common Core Standard 8EE-8c)</p> <p>Represent and solve equations and inequalities graphically</p> <p>18. Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). (Common Core Standard ARI-10)</p> <p>19. Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of</p>

	<p>linear inequalities in two variables as the intersection of the corresponding half-planes. (Common Core Standard AREI-12)</p> <p>Use coordinates to prove simple geometric theorems algebraically</p> <p>9. Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point). (Common Core Standard G-GPE-5)</p> <p>Investigate patterns of association in bivariate data.</p> <p>1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (Common Core Standard 8SP-1)</p> <p>2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (Common Core Standard 8SP-2)</p> <p>3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. <i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i> (Common Core Standard 8SP-3)</p> <p>4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a twoway table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. <i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i> (Common Core Standard 8SP-4)</p>
Cross-Curricular Standards:	

Graphing and Functions

	Unit Title	Dates
1	Relations and Functions	
2	Function Rules, tables and Graphs	

3	Domain and Range	
4	Systems of Equations	

Graphing and Functions (5 Weeks) 15 days 14% of CST	
CA Standards	Common Core Standards
<p>16.0 Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.</p> <p>18.0 Students determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.</p> <p>17.0 Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.</p> <p>9.0* Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.</p>	<p>Functions Define, evaluate, and compare functions.</p> <p>1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output.1 (Common Core Standard 8F-1)</p> <p>2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i> (Common Core Standard 8F-2)</p> <p>3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points $(1,1)$, $(2,4)$ and $(3,9)$, which are not on a straight line.</i> (Common Core Standard 8F-3)</p> <p>Use functions to model relationships between quantities.</p> <p>4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. (Common Core Standard 8F-4)</p> <p>5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. (Common Core Standard 8F-5)</p> <p>Interpreting Functions Interpret functions that arise in applications in terms of the context</p> <p>6. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a</p>

	<p>Updated 10/18/10 39 verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> (Common Core Standard F-IF-4)</p> <p>7. Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.</i> (Common Core Standard F-IF-5)</p> <p>Analyze functions using different representations</p> <p>8. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases. (Common Core Standard F-IF-7)</p> <p>Building Functions</p> <p>Build a function that models a relationship between two quantities</p> <p>10. Write a function that describes a relationship between two quantities.</p> <p>(Common Core Standard F-BF-1)</p> <p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context. (Common Core Standard F-BF-1a)</p> <p>Build new functions from existing functions</p> <p>11. Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i> (Common Core Standard F-BF-3)</p> <p>6. Analyze and solve pairs of simultaneous linear equations. (Common Core Standard 8EE-8)</p> <p>a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection</p> <p>Updated 10/18/10 37 satisfy both equations simultaneously. (Common Core Standard 8EE-8a)</p> <p>b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i> (Common Core Standard 8EE-8b)</p> <p>13. Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.</i> (Common Core Standard A-CED-3)</p> <p>Solve systems of equations</p>
--	--

	17. Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. (Common Core Standard A-REI-6)
Cross-Curricular Standards:	

Polynomials

	Unit Title	Dates
1	Exponent Laws	
2	Add and Subtract polynomials	
3	Multiply Monomials	
4	Multiply Polynomials	
5	Multistep polynomials	
6	Simplifying polynomials	

Unit Outline

Polynomials (5 weeks) 18 days 16% of CST	
CA Standards	Common Core Standards
<p>2.0* Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and rising to a fractional power. They understand and use the <i>rules of exponents</i>.</p> <p>10.0* Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.</p> <p>11.0 Students apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.</p> <p>12.0* Students simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.</p>	<p>Arithmetic with Polynomials and Rational Expressions</p> <p>Perform arithmetic operations on polynomials</p> <p>10. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials, <i>and divide polynomials by monomials. Solve problems in and out of context.</i> (Common Core Standard A-APR-1)</p>
Cross-Curricular Standards:	

Quadratics

	Unit Title	Dates
1	Solving Quadratic equations by factoring	
2	Graph Quadratic functions	
3	Simplifying radicals	
4	Completing the Square	
5	Using quadratic formula to find roots	
6	Identifying quadratic graphs	
7	Application of quadratic equations to physical problems	

Quadratics (7 weeks) 28 days 24 % of CST	
CA Standards	Common Core Standards
<p>14.0* Students solve a quadratic equation by factoring or completing the square.</p> <p>21.0* Students graph quadratic functions and know that their roots are the x-intercepts.</p> <p>2.0* Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and rising to a fractional power. They understand and use the rules of exponents.</p> <p>19.0* Students know the quadratic formula and are familiar with its proof by completing the square.</p> <p>20.0* Students use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.</p> <p>22.0 Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.</p> <p>23.0* Students apply quadratic equations to</p>	<p>9. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. (Common Core Standard A-SSE-3)</p> <p>a. Factor a quadratic expression to reveal the zeros of the function it defines. (Common Core Standard A-SSE-3a)</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. (Common Core Standard A-SSE-3b)</p> <p>a. Graph linear and quadratic functions and show intercepts, maxima, and minima. (Common Core Standard F-IF-7a)</p> <p>9. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. (Common Core Standard F-IF-8)</p> <p>a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. (Common Core Standard F-IF-8a)</p> <p>Interpret expressions for functions in terms of the situation they model</p> <p>12. Interpret the parameters in a linear or exponential function in terms of a context. (Common Core Standard F-LE-5)</p> <p>13. <i>Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity. (CA Standard A-23)</i></p>

physical problems, such as the motion of an object under the force of gravity.	
Cross-Curricular Standards:	

Rational Expressions and Using Algebraic Techniques

	Unit Title	Dates
1	Multiply and divide rational expressions	
2	Add and subtract rational expressions	
3	Solve work problems	
4	Solve rate problems	
5	Solve percent mixture problems	

Rational Expressions (4 weeks) 16 days 12% of CST	
CA Standards	Common Core Standards
<p>13.0* Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.</p> <p>15.0* Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.</p>	<p>Interpret the structure of expressions</p> <p>7. Interpret expressions that represent a quantity in terms of its context. (Common Core Standard A-SSE-1)</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients. (Common Core Standard A-SSE-1a)</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. <i>For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.</i> (Common Core Standard A-SSE-1b)</p> <p>8. Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i> (Common Core Standard A-SSE-2)</p> <p>a. Use the distributive property to express a sum of terms with a common factor as a multiple of a sum of terms with no common factor. <i>For example, express $xy^2 + x^2y$ as $xy(y + x)$.</i> (Common Core Standard A-SSE-2a)</p> <p>b. Use the properties of operations to express a product of a sum of terms as a sum of products. <i>For example, use the properties of operations to express $(x + 5)(3 - x + c)$ as $-x^2 + cx - 2x + 5c + 15$.</i> (Common Core Standard A-SSE-2b)</p>
Cross-Curricular Standards:	
Notes for the planning process:	

*Essential Standard

*** *CA Standard 24.0 and 25.0 are embedded throughout the entire course.*

CA Standards	Common Core Standards
<p>24.0 Students use and know simple aspects of a logical argument:</p> <p>24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.</p> <p>24.2 Students identify the hypothesis and conclusion in logical deduction.</p> <p>24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.</p> <p>25.0 Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:</p> <p>25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.</p> <p>25.2 Students judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step.</p> <p>25.3 Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, students determine whether the statement is true sometimes, always, or never.</p>	<p>1. Use and know simple aspects of a logical argument. (California Algebra I, Standard 24.0)</p> <p>a. Use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion. (California Algebra I, Standard 24.3)</p> <p>2. Use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements: (California Algebra I, Standard 25.0)</p> <p>a. Use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions. (California Algebra I, Standard 25.1)</p> <p>b. Judge the validity of an argument according to whether the properties of the real number system and the order of operations have been applied correctly at each step. (California Algebra I, Standard 25.2)</p> <p>c. Given a specific algebraic statement involving linear, quadratic, or absolute value expressions or equations or inequalities, determine whether the statement is true sometimes, always, or never. (California Algebra I, Standard 25.3)</p>

Diverse Charter Schools

Can Racial and Socioeconomic Integration Promote Better Outcomes for Students?



Richard D. Kahlenberg and Halley Potter

May 2012

Published by

PRRAC
*Poverty & Race
Research Action Council*

THE CENTURY FOUNDATION

ABOUT THE POVERTY & RACE RESEARCH ACTION COUNCIL

The Poverty & Race Research Action Council (PRRAC) is a civil rights policy organization convened by major civil rights, civil liberties, and anti-poverty groups in 1989–90. PRRAC’s primary mission is to help connect advocates with social scientists working on race and poverty issues, and to promote a research-based advocacy strategy on structural inequality issues. PRRAC sponsors social science research, provides technical assistance, and convenes advocates and researchers around particular race and poverty issues. PRRAC also supports public education efforts, including the bimonthly newsletter/journal *Poverty & Race*, and the award-winning civil rights history curriculum guide, *Putting the Movement Back Into Civil Rights Teaching* (co-published with Teaching for Change). At the present time, PRRAC is pursuing project-specific work in the areas of housing, education, and health, focusing on the importance of “place” and the continuing consequences of historical patterns of housing segregation and development for low income families in the areas of health, education, employment, and incarceration. PRRAC’s work is informed by an extensive national network of researchers, organizers, attorneys, educators, and public health and housing professionals.

ABOUT THE CENTURY FOUNDATION

The Century Foundation is a progressive nonpartisan think tank. Originally known as the Twentieth Century Fund, it was founded in 1919 and initially endowed by Edward Filene, a leading Republican businessman and champion of fair workplaces and employee ownership strategies, all with an eye to ensuring that economic opportunity is available to all. Today, TCF issues analyses and convenes and promotes the best thinkers and thinking across a range of public policy questions. Its work today focuses on issues of equity and opportunity in the United States, and how American values can be best sustained and advanced in a world of more diffuse power.

Board of Trustees of The Century Foundation

Bradley Abelow	Lewis B. Kaden
H. Brandt Ayers	Alicia H. Munnell
Alan Brinkley, <i>Chairman</i>	Janice Nittoli
Joseph A. Califano, Jr.	P. Michael Pitfield
Alexander Morgan Capron	John Podesta
Hodding Carter III	Richard Ravitch
Edward E. David, Jr.	Alan Sagner
Brewster C. Denny	Harvey I. Sloane, M.D.
Charles V. Hamilton	Kathleen M. Sullivan
Melissa Harris-Perry	Shirley Williams
Matina S. Horner	William Julius Wilson

Janice Nittoli, *President*

Cover photo: Aaron (left), Jaiden (center), and Jayla (right), first graders at Community Roots Charter School in Brooklyn, New York, enjoy a book together. Photo by Sahba Rohani.

CONTENTS

Executive Summary	2
Introduction	4
I. The Current Priority on High-Poverty, Racially Isolated Schools	5
II. Rationales for Creating Socioeconomically Diverse Charter Schools as Well	8
III. Successful Examples of Integrated Charter Schools	12
IV. Proposed Policy and Funding Changes	19
Appendix: Profiles of Diverse Charter Schools	21
Notes	41

EXECUTIVE SUMMARY

The education policy and philanthropy communities to date have placed a premium on funding charter schools that have high concentrations of poverty and large numbers of minority students. This report asks: Might it make more sense for foundations and policymakers to embrace a variety of approaches, including efforts to demonstrate the feasibility and value of racially and economically integrated charter schools?

I. THE CURRENT PRIORITY ON HIGH-POVERTY, RACIALLY ISOLATED SCHOOLS

As a result of the current focus of public policies and philanthropic priorities, the nation's charter schools are more likely than traditional public schools to be high poverty (51–100 percent of students receiving free and reduced-price lunch), extremely high poverty (76–100 percent free and reduced-price lunch), or racially isolated for minorities (90–100 percent of students are racial minorities).

- In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice.
- Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. In fact, to the contrary, many state charter laws provide an incentive to create high-poverty charter schools. Plus, current federal law requires charters to use blind lotteries for admissions in order to qualify for start-up funds; this takes away some tools (such as income-based lotteries and geographic weighting) that could aid the creation of racially diverse and mixed-income schools.

II. RATIONALES FOR CREATING SOCIOECONOMICALLY DIVERSE CHARTER SCHOOLS AS WELL

While focusing charter school efforts on high-needs students has merit, there is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward supporting charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Widening the focus so that it also supports charter schools that provide high-needs students with a racially and economically diverse educational setting makes sense for a number of reasons:

- *Civic, Social, and Cognitive Benefits for All Students.* Socioeconomically and racially integrated schools are beneficial to all students who attend them, because integration in public schools is important to fostering tolerant adults and good citizens. Students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills. And when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that facilitate employment.
- *Resources for Improving Academic Performance.* Integrated charter schools hold particular promise for students currently in low-performing schools. Data show that many of the nation's charter schools, which on the whole are disproportionately high-poverty and racially isolated, still struggle to post significant academic gains for students. Numerous studies have shown that low-income students generally perform better in middle-class schools. Investing more heavily in socioeconomically and

racially integrated charter schools would provide low-income students with the documented benefits of peer-to-peer contact with a more diverse group of students, along with other resources related to school quality that, at least in the traditional public school context, are associated with increased school diversity.

- *A Chance to Experiment and Broaden the Base.* Socioeconomically and racially diverse charter schools would foster experimentation with new pedagogical approaches for addressing the needs of diverse groups of students under a single roof. For charter school supporters, socioeconomically integrated schools would broaden the political constituency for charters to include middle-class suburban parents.

III. SUCCESSFUL EXAMPLES OF INTEGRATED CHARTER SCHOOLS

Today, some innovative charter schools already have pursued efforts consciously to integrate students from different racial and economic backgrounds. This report highlights the experiences of seven academically successful charter schools that educate substantial numbers of low-income students and students of color in diverse student bodies, revealing a variety of approaches to making racial and economic integration work.

- *Intentional Location.* Some charter schools we studied increased their chances of attracting a diverse student population by locating in an area accessible to parents of different incomes and races.
- *Targeted Student Recruitment.* In order to create racially and economically diverse student bodies, most of the schools that we identified use recruitment strategically, targeting underrepresented populations.
- *Weighted Admissions.* Most of the charter schools we studied use weighted lotteries based on family income or geography to ensure diverse enrollment.
- *Thoughtful Pedagogies and Academic Success.* The schools that we studied employ a variety of curricula and pedagogies, showing that diverse schools are not limited to one educational model. Common among them, however, is a focus on academic quality.
- *School Cultures That Embrace Diversity.* The charter schools we identified instituted community programs, classroom practices, and staff training to ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected.

IV. PROPOSED POLICY AND FUNDING CHANGES

To expand the presence of integrated charter schools, we need to explore the possibility of stronger federal and state policies, as well as increased private funding.

- *Federal Policy.* Federal policy could do more to encourage diversity in charter schools. Possible policy changes include creating incentives for locating charter schools strategically to combat racial and

socioeconomic isolation, increasing the funding priority in the U.S. Department of Education's Charter Schools Program for schools that promote diversity, and making federal start-up funds, which currently are limited to charters that use a blind lottery, available to schools that use a variety of methods (such as income-based lotteries) to create diverse student bodies.

- *State and Local Policy.* A number of states currently have laws that make it more difficult to form integrated charter schools because they provide priority for schools with high concentrations of low-income or at-risk students. Proposed changes to state laws that could encourage diversity include allowing for regional or inter-district charter schools in states that currently restrict charters to a single district, and creating incentives for racially and economically integrated schools comparable to the priority currently given in some states to schools with concentrations of at-risk or low-income students.
- *Foundation Support.* Foundations should consider supporting a diverse portfolio of charter schools, including not only those that serve only high-poverty student populations, but also those that serve low-income children by educating them in socioeconomically and racially integrated student bodies.

INTRODUCTION

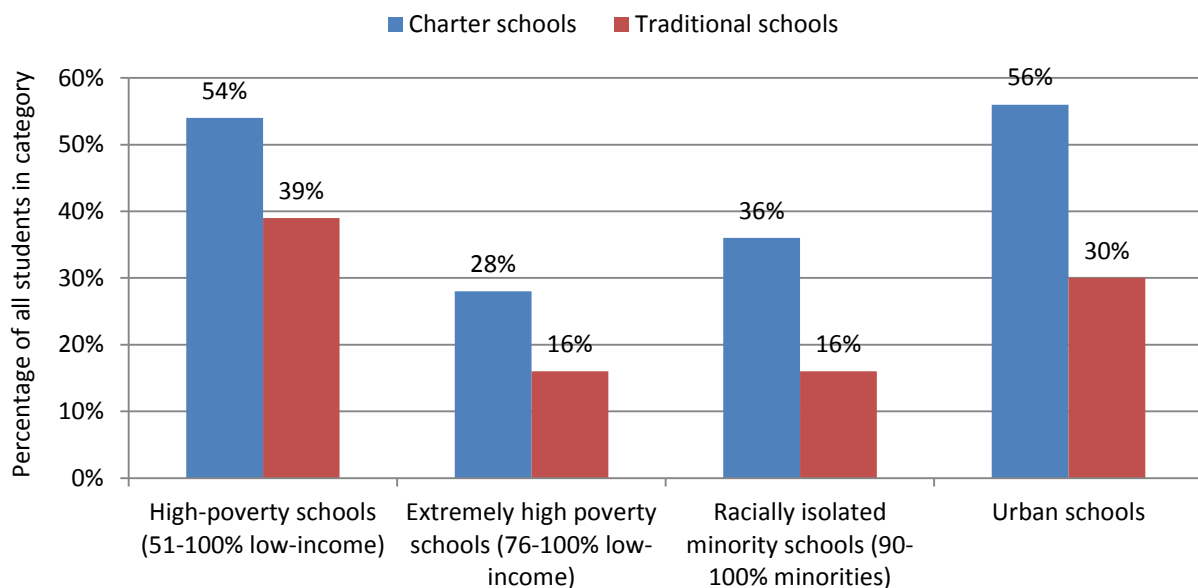
The education policy and philanthropy communities, to date, have placed a premium on funding charter schools that have high concentrations of poverty and large numbers of minority students. On one level, this is understandable. Focusing on efforts to maximize the number of at-risk children served in charter schools would seem to yield the greatest bang for the buck. And yet, questions about the educational effects of concentrated poverty and racial isolation remain. High-performing, high-poverty charter schools demonstrate beyond a doubt that low-income children, given the right environment, can learn at high levels. However, many other high-poverty charter schools still struggle academically.

This report starts with the premise that racial and economic diversity is an important value in education, and that traditional public schools have largely failed to achieve this goal, for a variety of reasons. The charter school movement is uniquely positioned to lead innovation in this area and demonstrate both the feasibility and benefit of an integrated learning model—even in areas where public schools are constrained by residential segregation. At the same time, we believe there is value in trying different approaches to innovation in charter schools, rather than pursuing a one-size-fits-all approach. This report (1) outlines the current priority given to high-poverty charter schools in public policy and among funders; (2) considers rationales for adding to this approach charter schools that explicitly seek diversity; (3) provides examples of successful integrated charter schools; and (4) sketches some proposed policy and funding changes.

I. THE CURRENT PRIORITY ON HIGH-POVERTY, RACIALLY ISOLATED SCHOOLS

As a result of a combination of public policies and philanthropic priorities, the nation's charter schools are more likely than traditional public schools to be urban, high poverty (51–100 percent of students receiving free and reduced-price lunch), extremely high poverty (76–100 percent free and reduced-price lunch), or racially isolated for minorities (90–100 percent of students are racial minorities). A majority (56 percent) of the nation's charter school students attend schools that are located in cities, compared to 30 percent of traditional public school students. Using the above definitions, 54 percent of charter school students are in high-poverty schools compared with 39 percent of public school students. Meanwhile, 28 percent of charter school students are in extremely high poverty schools, compared with 16 percent of traditional public school students. Similarly, 36 percent of charter school students are enrolled in schools where at least 90 percent of students are racial minorities, compared to 16 percent of traditional public school students. (See Figure 1.)

Figure 1. Concentration of Poverty in Charter Schools, 2007–08



Source: Erica Frankenberg, Genevieve Siegel-Hawley, and Jia Wang, *Choice without Equity: Charter School Segregation and the Need for Civil Rights Standards* (Los Angeles, Calif.: The Civil Rights Project at UCLA, January 2010), Table 20, p. 58, Table 22, p. 62, and Table 30, p. 72. Data are from the 2007–08 National Center for Education Statistics Common Core of Data.

The data on poverty and race cited in Figure 1 are not without controversy. Some argue that the proper comparison should be between charter schools and urban public schools, which also have relatively high concentrations of school poverty and racial isolation.¹ Indeed, as Figure 1 shows, charter school students are almost twice as likely as traditional public schools to attend schools located in cities. But this begs the larger point: policymakers could allow charter schools to be located anywhere; it is a choice to favor those in urban areas, prioritizing what turns out to be a concentration of at-risk students. In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice rather than compulsory measures that involve

mandatory assignment. They consciously could be placed in economically and racially mixed neighborhoods. Inter-district charters could draw upon urban and suburban students at once. Oversubscribed schools could recruit and provide an admissions priority to students from geographic areas that are likely to enhance diversity.² These are all options not available to traditional neighborhood schools.



Renaya (fourth grade) and Ella (first grade) work together as part of the buddy program at Community Roots Charter School in Brooklyn, New York. Ella (left) shows her buddy the work she has done in art. Photo by Sahba Rohani.

Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. Laws in roughly a dozen states, including Illinois, North Carolina, and Virginia, prioritize charter school funding for at-risk or low-income students or, in Connecticut's case, students in districts in which members of racial or ethnic minorities constitute 75 percent or more of enrolled students.³ If these laws were coupled with an emphasis on diversity, they could encourage charter schools that would provide low-income students with high-quality education in a racially and socioeconomically diverse setting. However, without special consideration of diversity, state laws are likely to continue to favor funding for high-poverty charter schools over charter schools serving diverse student bodies.

Similarly, the recently proposed All-STAR Act, sponsored by Senators Dick Durbin (D-IL) and Mark Kirk (R-IL) along with Representatives Jared Polis (D-CO) and Erik Paulsen (R-MN), would prioritize federal charter school funding for low-income students currently enrolled in underperforming schools. Prioritizing resources for low-income children is an admirable goal that need not be incompatible with promoting diversity; however, the All-STAR ACT would explicitly favor applications from schools that, among other criteria, serve a greater percentage of low-income students, making it unlikely that charters serving low-income students as part of diverse student bodies would receive funding.⁴

Other state laws restrict attendance zones for charter schools, making it more difficult for charters to attract a diverse population from a wide geographic area. New Jersey law, for example, encourages the formation of charter schools in urban areas, and New York requires charter schools to grant a lottery preference to students living within the district lines already in place for traditional public schools.⁵ Current federal law requires charters to use blind lotteries for admissions in order to qualify for start-up funds, which takes away some other tools (such as income-based lotteries and geographic weighting) that could aid the creation of racially diverse and mixed-income schools. In addition, the Obama administration has not supported positive incentives to encourage integration in charter schools (other than allowing for a small competitive funding preference—up to 4 points added to a base maximum of 100—for schools that promote diversity).⁶

Finally, philanthropists often prioritize funding for education projects in high-poverty locations, providing incentives for charter school creators to maximize the proportion of low-income students in a school in order to gain funding. The Walton Family Foundation, for example, focuses specifically on selected “Market Share Demonstration Sites,” which are all districts with high concentrations of low-income students, and the Broad Foundation focuses generally on urban school districts.⁷ Some of the charter school chains that have received the most generous philanthropic support pride themselves on their ability to educate pupils in schools with high concentrations of low-income and/or minority students. KIPP schools, for example, boast that “Eighty percent of our students are from low-income families and eligible for the federal free and reduced price meals program, and 90 percent are African American or Latino.”⁸

This focus by policymakers and philanthropists on high-poverty and sometimes racially isolated charter schools seems to stem from the belief that such a strategy is the best way to help at-risk students and close the achievement gap. Given scarce federal, state, and philanthropic dollars, funding a racially and economically mixed school that includes not only substantial numbers of low-income and minority students but also substantial numbers of middle-class and white students may be seen as diluting funding for at-risk students. Based on similar logic, charter school authorizers may choose to prioritize applications for schools located in the areas with fewest high-quality educational opportunities, which are often communities with concentrated poverty.

Those who advocate keeping low-income students isolated may believe that many of these students need a different set of pedagogical approaches than middle-class students. If that is true, it might be more efficient to educate them in separate environments from middle-class students. Highly routinized, “no excuses” schools set rigorous academic standards but also emphasize “non-cognitive skills,” such as self-discipline, and seek to develop an all-encompassing school climate to combat the culture of poverty and the streets from which their students come. Paul Tough, author of a book about the Harlem Children’s Zone, describes the philosophy behind “no excuses” secondary schools that target at-risk students: “The schools reject the notion that all that these struggling students need are high expectations; they do need those, of course, but they also need specific types and amounts of instruction, both in academics and attitude, to compensate for everything they did not receive in their first decade of life.”⁹

It makes sense that charter schools began with a focus on improving the prospects of high-needs students. However, thus far, this focus has resulted in prioritizing high-poverty charter schools over all others, which

research suggests may not be the most effective way of serving all at-risk students. Educating low-income students in high-poverty settings may provide the opportunity to implement pedagogies and structures specifically designed for at-risk students, but there are reasons to be concerned about the effects of concentrated poverty on student outcomes. It may be time to broaden our approach to consider other models that have proven to work in educating low-income children.

II. RATIONALES FOR CREATING SOCIOECONOMICALLY AND RACIALLY DIVERSE CHARTER SCHOOLS AS WELL¹⁰

There is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Part of the rationale for charter schools has always been to explore different ways to address educational challenges. There is a large body of research suggesting that socioeconomic and racial integration provide educational benefits for all students—especially at-risk students—that are worth pursuing.

CIVIC, SOCIAL, AND COGNITIVE BENEFITS FOR ALL STUDENTS

It is essential to emphasize that all students—middle class and poor, of all races and ethnicities—benefit from diversity. Numerous studies have shown that integration in public schools is important for fostering tolerant adults and good citizens.¹¹ Children are at risk of developing stereotypes about racial groups if they live in and are educated in racially isolated settings. Diverse schools, however, can help prevent bias and counter stereotypes.¹² When school settings contain students from multiple racial groups, students become more comfortable with people of other races, which leads to a dramatic decrease in discriminatory attitudes and prejudices.¹³ Research also has shown that students who attend racially diverse high schools are more likely to live in diverse neighborhoods five years after graduation.¹⁴ As Justice Thurgood Marshall noted in one desegregation case, “unless our children begin to learn together, then there is little hope that our people will ever learn to live together.”¹⁵

Racial isolation in American schools extends beyond charter schools, and it includes concentrations of students from racial minorities as well as concentrations of white students. Not only do 36 percent of charter school students (and 16 percent of traditional public school students) attend schools at which 90–100 percent of students are racial minorities, 21 percent of traditional public school students (and 7 percent of charter school students) attend schools at which 90–100 percent of students are white.¹⁶ However, charter schools could play a large part in the effort to break up this isolation and create diverse communities, given some flexibility in where they locate and which students they recruit.

Integrated schools also can help position students to succeed in a twenty-first-century economy. At the college level, students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills.¹⁷ Recent studies also have confirmed academic achievement gains associated with racial and economic integration in K–12 settings.¹⁸

In addition, when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that facilitate employment. Research confirms the adage that who you know matters as much as what you know, and studies find that one of the greatest benefits to blacks of attending desegregated schools came when seeking employment.¹⁹ Indeed, University of California–Berkeley researcher Claude Fischer and colleagues found that, even after controlling for individual ability and family home environment, attending a middle-class school reduced the chances of adult poverty by more than two-thirds (4 percent versus 14 percent).²⁰



As part of their Photography unit in art at Community Roots Charter School in Brooklyn, New York, Oliver, Kaya, and Arielle (fifth grade, left to right) edit the photographs they took on the computer. Photo by Sahba Rohani.

RESOURCES FOR IMPROVING ACADEMIC PERFORMANCE

In addition to offering these benefits for all students, socioeconomic and racial integration hold particular promise for students in low-performing schools. Data show that many of the nation’s charter schools, which on the whole are disproportionately high-poverty and racially isolated, still struggle to post significant academic gains for students.²¹ Investing more heavily in socioeconomically and racially integrated charter schools would provide low-income students with resources even more important than money that have been shown to increase achievement: academically engaged peers, an actively involved parental community, and strong teachers with high expectations.

Research suggests that students learn a great deal from their peers, so it is an advantage to have classmates who are academically engaged and aspire to go on to college. Peers in middle-income schools are more likely to do homework, attend class regularly, and graduate—all of which have been found to influence the

behavior of classmates. Middle-class schools report disorder problems half as often as low-income schools, so more learning goes on. Students at lower-poverty schools also are more likely on average to have the advantage of learning alongside high-achieving peers, whose knowledge is shared informally with classmates all day long. Middle-class peers come to schools with twice the vocabulary of low-income children, for example, so any given child is more likely to expand his vocabulary in a middle-class school through informal interaction.²²

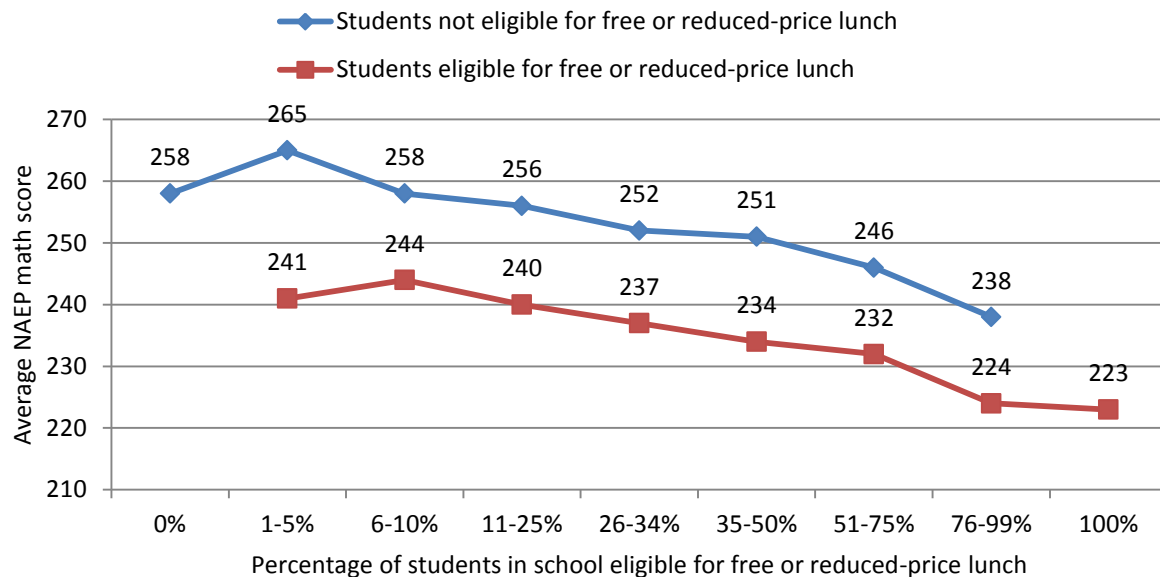
Parents are also an important part of the school community. Research shows that when parents are actively involved, volunteer in the classroom, and hold school officials accountable, the average achievement of all students in the school increases, regardless of their own parents' level of involvement. There is some evidence that charter schools have greater levels of parental involvement than traditional public schools with similar demographics, due to both institutional differences—such as smaller sizes—and a selection bias for parents with above-average participation.²³ However, numerous studies have shown that socioeconomic status is a main predictor of parental involvement. Middle-class parents are less likely to face some of the challenges that make school involvement difficult, such as inflexible work schedules, lack of transportation, or unreliable phone and Internet access. Middle-class parents are four times as likely to be members of the PTA. As a result, having a sizable population of middle-class parents can produce positive effects for all students in the school.²⁴ Thus, high-poverty charter schools—even those with greater parental involvement than demographically similar traditional public schools—might be able to further improve parental involvement and increase achievement for students of all income levels by expanding to serve a socioeconomically mixed population.

Likewise, while high-achieving charters have placed a premium on attracting excellent teachers with high expectations and have had considerable success in doing so, many charters continue to struggle in attracting and retaining high-quality teachers in high-poverty environments.²⁵ Research finds that the best teachers, at least as measured by traditional criteria, tend to be attracted to schools with a significant number of middle-class students. Teachers in schools without high concentrations of poverty are more likely to be licensed, to be teaching in their field of expertise, to have high teacher test scores, to have more teaching experience, and to have more formal education. Moreover, teachers in schools with lower levels of poverty are more likely to have high expectations. Research has found that the grade of *C* in a low-poverty school is the same as a grade of *A* in a high-poverty school, as measured by standardized test results. Economically mixed schools are also more likely to offer AP classes and high-level math.²⁶ Those charter schools that currently struggle to attract high-quality teachers might have more success if they were to serve a socioeconomically mixed student body.

It is possible to create an environment with academically engaged peers, involved parents, and strong teachers in a high-poverty school, but high-poverty schools that achieve these goals—and the ultimate goal of high academic achievement—are the exception rather than the rule. Data show that low-income students generally perform better in middle-class schools. On the 2011 National Assessment of Educational Progress (NAEP) given to fourth graders in math, for example, low-income students attending more-affluent schools scored substantially higher (244) than low-income students in high-poverty schools (224). This twenty-point difference is the equivalent of roughly two years' learning. Indeed, low-income students given a chance to

attend more-affluent schools performed more than half a year better, on average, than middle-income students who attend high-poverty schools (238).²⁷ (See Figure 2.)

Figure 2. National Assessment of Educational Progress 2011, Fourth Grade Math Results



Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessments of Educational Progress (NAEP), 2011 Math Assessment, Grade 4.

Of course, the NAEP results may in part reflect self-selection (motivated low-income parents may find ways to have their children enrolled in middle-class schools), but studies seeking to control for this phenomenon still show favorable outcomes. For example, in 2005, University of California professor Russell Rumberger and his colleague Gregory J. Palardy found that a school's socioeconomic status had as much impact on the achievement growth over time of high school students as a student's individual economic status.²⁸ In addition, a 2010 Century Foundation study of public schools in Montgomery County, Maryland, found that low-income elementary students randomly assigned to public housing units in lower-poverty neighborhoods and who attend low-poverty schools perform far better than those assigned to higher-poverty neighborhoods and schools, despite extra investments in the latter for smaller class sizes, extended learning time, and better professional development for teachers.²⁹

A CHANCE TO EXPERIMENT AND BROADEN THE BASE

Socioeconomically and racially diverse charter schools also would foster experimentation with new pedagogical approaches for addressing the needs of diverse groups of students under a single roof. They could provide important lessons for public schools on how to make diverse schools work, without degenerating into rigid tracks for different ethnic, racial, or socioeconomic groups.

For charter school supporters, socioeconomically integrated schools also would broaden the political constituency for charters to include middle-class suburban parents.

III. SUCCESSFUL EXAMPLES OF INTEGRATED CHARTER SCHOOLS

While it is true that creating socioeconomically and racially integrated charter schools is logistically and politically challenging, it is not impossible to do. For one thing, the old stereotype of low-income urban areas surrounded by middle-class suburbs is giving way to a new reality: more poor people now live in suburbs than in cities.³⁰

Moreover, charter schools, like public magnet schools, are uniquely suited to create integrated student bodies. As schools of choice, they are not as constrained by residential segregation as are most public schools. And as schools created from scratch, with particular visions, they have the potential to draw interest from diverse income, racial, and ethnic groups. Indeed, charter schools could draw upon the experience of magnet schools, which have learned to successfully recruit parents across a wide range of communities and create schools that meet the demands of diverse consumers.³¹

Today, some innovative charter schools have pursued efforts to consciously integrate students from different racial and economic backgrounds. The examples that we highlight in this report include elementary, middle, and high schools, schools from the east coast, the west coast, and in between.

Each of these schools is striving to serve diverse student bodies that include large numbers of low-income students and students of color. Their racial/ethnic and socioeconomic demographics vary considerably, but all of the schools we studied avoid the extremes of very low poverty, very high poverty, or racial isolation. For example, all of the flagship campuses are within plus or minus 20 percentage points of a 50 percent low-income, 50 percent middle-class mix, and four of the seven flagships have over 40 percent of students receiving free or reduced price lunch. Six of the seven flagships we studied are over 50 percent nonwhite, and no single racial/ethnic group at any of the seven exceeds 51 percent of the student body.

Furthermore, we specifically chose schools that are high-achieving. DSSST: Stapleton High School, for example, was selected as one of three top finalists from a pool of over one thousand schools in the 2010 national Race to the Top Commencement Challenge. E. L. Haynes has won three EPIC awards, granted by the New Leaders' Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains. High Tech High boasts a 100 percent college admittance rate for their graduates and 99 percent college enrollment rate during the fall after graduation.

The experiences of these academically successful charter schools with diverse student bodies reveal a variety of approaches to making racial and economic integration work.³² (Additional data on each of the schools are available in the school profiles in the Appendix at the end of the report.)

INTENTIONAL LOCATION

Some of the charter schools we studied laid the foundations for diversity in the locations they chose. By locating in an area accessible to parents of different incomes and races, charter schools can increase their chances of attracting a diverse student population. Capital City Public Charter School in Washington, D.C., and Community Roots Charter School in Brooklyn, N.Y., were both intentionally planned for mixed-income neighborhoods. Capital City's current campuses lie at the nexus of three Washington, D.C.,

neighborhoods—Adams Morgan, Mt. Pleasant, and Columbia Heights—with diverse socioeconomic and racial makeup. In order to serve all grades in one campus, Capital City will move in fall 2012 to a new location near the neighborhoods of Brightwood and Takoma, which also is a racially and economically diverse area. Similarly, founders of Community Roots Charter School specifically pitched their charter proposal for Fort Greene, a mixed-income neighborhood in Brooklyn, because of its economic and racial diversity.



High school students at DSST Public Schools: Green Valley Ranch in Denver, Colorado. Photo by Megan Helseth, 2011.

Blackstone Valley Prep Mayoral Academy—the flagship network of the Rhode Island Mayoral Academies, a nonprofit organization that designs socioeconomically diverse charter schools—offers another example of how intentional location can facilitate diversity. Rather than targeting a particular neighborhood, founders of Blackstone Valley Prep planned their location on a broader scale, choosing an attendance zone with considerable socioeconomic and racial diversity. As a regional charter school network, Blackstone Valley Prep serves students from four Rhode Island communities: two higher-income suburban communities (Cumberland and Lincoln) and two lower-income urban communities (Pawtucket and Central Falls). Blackstone Valley Prep’s three schools are currently located in Cumberland, but each one offers seats evenly to urban and suburban students, resulting in diverse student bodies. Executive Director Jeremy Chiappetta said that he expects Rhode Island Mayoral Academies to add additional urban locations as they expand. Achievement First Mayoral Academy has been approved to open in fall 2013.

TARGETED STUDENT RECRUITMENT

In order to create racially and economically diverse student bodies, most of the schools that we identified use recruitment strategically, targeting underrepresented populations.

Since its founding, E. L. Haynes Public Charter School in Washington, D.C., has conducted extensive recruitment drives at a variety of neighborhood locations. “When we first got started, we recruited from in front of grocery stores, to coffee shops, to preschools,” said Jennifer Niles, the school’s founder and head of school. “If there was a community organization that I could find, I would go to it.” Now that E. L. Haynes is a top-ranked charter school in the city and receives many applications from families who hear about the school through its reputation, E. L. Haynes focuses all of its recruitment efforts on low-income and non-English-speaking families, who may have less access to information about local schools.

Karen Dresden, head of school at Capital City Public Charter School, described her school’s successful efforts to increase the number of Latino families, a demographic that was underrepresented during the school’s first few years. Capital City partnered with community organizations that provide other services, such as health care or after-school programs, and capitalized on the trust that these organizations had already built with members of the Latino community.

At the Larchmont Charter Schools, a pair of schools in Los Angeles, school leaders adjust their recruitment strategies on a monthly basis. With two schools and campuses in three neighborhoods—Hollywood, Koreatown, and West Hollywood—the Larchmont Schools are located in some of the most diverse communities in Los Angeles. But despite the diversity of these communities, few schools in the area serve diverse student bodies, according to Larchmont Schools’ senior academic officer, Brian Johnson. A group of parents from Hollywood started the first Larchmont School in 2005, with the hope of making a public school that was as diverse as their community at large. School leaders at each school look at census and Nielsen data for the school’s surrounding neighborhood and set the goal of having their student bodies mirror that diversity. Students are not chosen based on their individual race or ethnicity. Rather, each school designs a recruitment plan at the beginning of the year outlining their strategies and the community groups with which they plan to partner. Every month, school leaders look at the racial, ethnic, and socioeconomic breakdown of the lottery pool to measure their progress and adjust strategies if needed.

WEIGHTED ADMISSIONS

In addition to targeted recruitment, most of the charter schools we studied use weighted lotteries to ensure diverse enrollment. This strategy of achieving diversity is complicated by a number of factors. The 2007 Supreme Court ruling in *Parents Involved in Community Schools v. Seattle School District No. 1* raised questions about individualized admissions policies targeting race. Recently released federal guidelines from the U.S. Department of Justice and the U.S. Department of Education outline ways in which schools may consider race in student assignments in order to promote diversity and avoid racial isolation; however, the guidelines also state that “school districts should consider approaches that do not rely on the race of individual students before adopting approaches that do.”³³ As a result, lotteries that rely on an individual student’s race or ethnicity may not be an option for charter schools. Furthermore, some states prohibit charter schools from using weighted lotteries, and even in states where they are permitted, charter schools using weighted

lotteries are not eligible for federal startup funds, an important funding source for many charter schools during their first three years of operation.³⁴ Still, lotteries not based on individual race—that weight students based on family income, geography, parents' educational status, or the racial makeup of a neighborhood, for example—can be a powerful tool for creating a diverse student body.

Several of the charter schools we studied have lottery preferences based on family income. Blackstone Valley Prep simply reserves the first 50 percent of seats in their lottery for low-income students. At Larchmont Charter School, the lottery mechanism is more complicated, but the outcome is similar. School leaders use a carefully designed algorithm that is updated each year, depending on what percentage of that year's lottery pool qualifies for free and reduced-price lunch. The algorithm adjusts the weight given to qualifying students in order to help reach the school's target of 42 percent free and reduced-price lunch students.³⁵

Other charter schools use geographic markers in their lottery to ensure diversity. High Tech High, a network of eleven elementary, middle, and high schools in San Diego, California, uses a lottery that weights only by zip code, seeking an even distribution of students from across the area. Because of the residential segregation in the area, the result of the zip code lottery is a socioeconomically and racially diverse student body. Community Roots Charter School also recently added an address-based preference in the school's lottery. As the popularity of the school has grown, Community Roots has seen a decrease in the percentage of low-income students. In particular, students living in three large public housing complexes near the school have had a slimmer chance of getting into the school as the lottery pool has grown. Starting with enrollment for 2012–13, Community Roots will reserve 40 percent of the spaces in their incoming kindergarten class for students living in public housing.

DSST Public Schools, a network of charter middle and high schools in Denver, Colorado, uses a hybrid of income- and geography-based preferences. DSST works with the school district to determine the enrollment preference at each campus based on the communities in which the schools are located and with the goal of having diverse student bodies at each school. Some DSST schools then hold a separate lottery for students who are eligible for free and reduced-price lunch or who reside in a particular geographic region.

THOUGHTFUL PEDAGOGIES AND ACADEMIC SUCCESS

Although targeted recruitment and lottery preferences can help create diverse student bodies, in a system of school choice, successful recruitment ultimately relies on having a high-quality school that attracts parents' attention. The schools that we studied employ a variety of curricula and pedagogies, showing that diverse schools are not limited to one educational model. Common among them, however, is a focus on academic quality and in-demand content specialties.



Third grade students at E. L. Haynes Public Charter School in Washington, D.C. Photo by James Roy.

Capital City Public Charter School, for example, uses a model called Expeditionary Learning—for which they were recently named as a mentor school—that engages students through in-depth investigations in science and social studies topics. In addition, the school emphasizes its social curriculum and has strong arts and fitness programs. “Our school values a whole child approach and offers a broad range of programs and supports for students, and that is valued by families of all demographics,” said Karen Dresden, describing the school’s decision to offer a variety of arts and physical education classes as well as an array of after-school activities. In 2009, Capital City was named the top charter school in Washington, D.C., by the Fight for Children Quality Schools Initiative, a nonprofit organization dedicated to improving education in Washington, D.C.

DSST Public Schools and High Tech High each focus on STEM (science, technology, engineering, and math) and offer project-based, applied learning.

Larry Rosenstock, CEO and founding principal of High Tech High, describes his network’s method as “bringing the pedagogy of voc ed [vocational education] to academics.” High Tech High students create projects covering a wide range of subjects—from an alphabet book about ancient Egypt written by sixth graders to essays by high school juniors reflecting on internship experiences—that they publish on websites and in books. DSST Public Schools has also been extremely successful with its own variety of project-based, STEM-focused learning. DSST: Stapleton High School, the first DSST school to open, was the only high school to receive a “Distinguished” rating from Denver Public Schools in 2011 and was selected as one of three top finalists from a pool of over one thousand schools in the 2010 national Race to the Top Commencement Challenge.

E. L. Haynes Public Charter School offers a rigorous curriculum that Jennifer Niles describes as “a combination of curricular resources and instructional methods drawn from outstanding schools to provide our students with a rigorous, joyful, engaging program typically found only in schools serving our America’s wealthiest families. We’re not tied to a specific philosophy or approach—we use whatever works for our students.” The school uses an “AP for All” model that requires students to complete eleven AP courses in order to graduate. E. L. Haynes operates with a year-round calendar and year-round programming. Through optional intersession programs that occur during the breaks in the regular academic calendar, students can attend educational programs at the school for 47 out of 52 weeks in the year. Like Capital City, E. L. Haynes was a winner of the Fight for Children Quality Schools Initiative. For three years in a row, E. L. Haynes has

also earned EPIC awards, granted by the New Leaders' Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains.

SCHOOL CULTURES THAT EMBRACE DIVERSITY

Creating a successful diverse charter school requires more than ensuring diversity of students who walk through the front door. In order to reap the academic, social, and cognitive benefits of diversity, schools must ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected. As Larry Rosenstock explained, "It's not just diversity in admissions. It's also integration in practice once they've arrived." In order to make sure that the school is integrated at the classroom level, High Tech High uses a full immersion special education model, supporting special education students in regular classroom settings and only pulling them out for specialized instruction during non-academic times. In addition, rather than separating honors students and regular students, High Tech High offers classes with a two-tiered syllabus: all students take the class together, and those opting for honors complete extra assignments.

Leaders at the Larchmont Schools use data to monitor how well they are serving all segments of their student body. The administration looks at data on academic achievement as well as a variety of other measures—retention of families, satisfaction survey results, and volunteerism rates, for example. For each of these datasets, the school breaks down data into racial, ethnic, and socioeconomic subgroups. "Everything that we do, we are constantly breaking it down and saying, are we serving all kids of all backgrounds equally well and are we serving all families equally well?" said Brian Johnson, senior academic officer at Larchmont Schools. "That's just been an overall obsession."

Creating a school culture that fosters respect for all voices requires getting teachers and parents involved. E. L. Haynes Public Charter School requires all new staff to participate in race and equity training seminars. At Blackstone Valley Prep, the Family Leadership Council (similar to a PTO) is co-led by one urban and one suburban parent to help ensure that voices from across the community are heard and to encourage parents of different backgrounds to interact. "I believe that a lot of our cross-cultural family conversations and connections that happen are the beginning of what could be a really great positive social influence," said Jeremy Chiappetta.

Community Roots Charter School hired a director of community development who is specifically charged with making sure that the school is serving all parts of the school community. Co-director Allison Keil said that failing to put someone in charge of making sure that all voices in the school community are heard is a "common pitfall" in diverse schools. "We can bring people together, and it can look like a really nice picture, and then when you don't push on it, certain parts of the population feel like they have more access or less access," Keil said. "We have lots of programming here specific to pushing on that." The school also offers a number of programs designed to facilitate interaction between students and parents of all backgrounds outside of school hours. For example, PALS (Play and Learning Squads) organizes small, teacher-selected groups of Community Roots students and parents to go on weekend or afternoon excursions.



Middle school students at E. L. Haynes Public Charter School in Washington, D.C., collaborate on a computer-based project. Photo by James Roy.

EXPANSION

Many of the schools on our list have expanded significantly since their founding. Their growth suggests that there is strong demand for high-quality, diverse charter schools and that expanding this model is possible.

After starting with a single campus in 2000, Capital City now has two campuses that together serve grades Pre-K–12 and will increase enrollment at a new campus starting in fall 2012. Likewise, the success of the original Larchmont Charter School inspired a second school, Larchmont Charter School–West Hollywood, to open in 2008, three years after the opening of the first school.

DSST Public Schools and High Tech High are even further along in the process of expanding. After starting with one school in 2000, the High Tech High network now includes eleven elementary, middle, and high schools across San Diego as well as an in-house teacher certification program and a new Graduate School of Education.

The original Denver School of Science and Technology (now DSST: Stapleton) opened in 2004. DSST Public Schools now contains five middle and high schools, with plans to expand to ten schools on five campuses. Most recently, DSST took on a new challenge by opening a school in a building formerly occupied by a public school that was notorious for its low performance. In fall 2011, DSST: Cole Middle School opened in the old Cole Middle School building, enrolling students from the low-income, high-crime neighborhood surrounding the school as well as additional students from across Denver. “It’s one thing to open a school in a middle-upper-income neighborhood that low-income kids come to. It’s another to open

it in a really challenging neighborhood that then middle- and upper-income families come to,” said Bill Kurtz, CEO of DSST Public Schools. Kurtz sees the school’s success thus far as a testament to the strength of DSST’s model. “I think it demonstrates the brand that we’ve been able to establish and that people want what we have to offer and are willing to do things they may not otherwise have done because of the promise of great education and the promise of a really vibrant learning community.”

The schools we studied all provide an intriguing alternative to the charter school model that seeks to make only high-poverty schools work. Diverse schools provide the opportunity, as E. L. Haynes’ Jennifer Niles phrased it, “to demonstrate that all students can achieve at high levels all together.” And, as American society becomes increasingly diverse and globally connected, the experience of learning in a diverse school setting is more important than ever. In the words of Brian Johnson of Larchmont Schools, “In order to prepare our kids to participate and lead in the twenty-first century diverse society, we’ve got to be giving them opportunities to learn from and with children who have different experiences than they do, from the very beginning.” We think the playing field should be leveled so that diverse charter schools attract the support of the policy and philanthropic communities alongside high-poverty charters.

IV. PROPOSED POLICY AND FUNDING CHANGES

Some charter schools are already succeeding in educating diverse student bodies, but we need to explore the possibility of stronger federal and state policies, as well as increased private funding, that would help expand the presence of integrated charter schools.

FEDERAL POLICY

Current federal law does little to encourage diversity in charter schools or prevent charter schools from increasing socioeconomic and racial isolation. Starting in FY2011, the U.S. Department of Education’s Charter Schools Program application includes a competitive preference for schools that “promote student diversity, including racial and ethnic diversity, or avoid racial isolation.”³⁶ While this is a step in the right direction, federal policy could do more to encourage socioeconomically and racially diverse charter schools. The following proposed changes are drawn largely from recommendations by the National Coalition on School Diversity:³⁷

- Any new federal law should provide incentives for locating charter schools strategically to combat racial and socioeconomic isolation and incentives for charter schools, regardless of location, to recruit a racially and economically diverse student body.
- The Charter Schools Program of the Elementary and Secondary Education Act of 1965 (ESEA) should include among the criteria for determining which charter schools are “high-quality” consideration of whether the school promotes diversity.

- The competitive preference priority in the Charter Schools Program for schools that promote diversity, currently up to 4 points out of 100, should be increased to equal the weight of the priority given to schools serving a low-income demographic, which is currently 9 points out of 100.
- Federal start-up funds, which are currently limited to charters that use a blind lottery, should be made available to schools that use income- or geography-based lotteries to create socioeconomically and racially diverse student bodies.
- The U.S. Department of Education should remind charter schools that they fall under the “Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools,” released jointly by the U.S. Departments of Education and Justice in December 2011. This guidance emphasizes that socioeconomic options are legal and that the careful consideration of race is also permitted.

STATE AND LOCAL POLICY

A number of states currently have laws that make it more difficult to form integrated charter schools because they provide priority for schools with concentrations of low-income or at-risk students. The following changes to state laws could encourage diversity in charter schools:

- States with laws that currently require charter schools to operate within a district could create provisions for regional or inter-district charter schools.
- States could create incentives for racially and economically integrated schools comparable to the priority currently given in some states to schools with concentrations of at-risk or low-income students.
- Charter school authorizers could work to close failing high-poverty charter schools and apply heightened scrutiny to applications for new charter schools from operators of high-poverty schools that struggle academically.

FOUNDATION SUPPORT

Foundations should consider supporting a diverse portfolio of charter schools, including not only those with pedagogies targeted specifically at low-income students, but also those that serve low-income children in socioeconomically and racially integrated student bodies.

- A consortium of foundations might consider supporting a pilot initiative to fund applications for charter schools committed to socioeconomic and racial diversity coupled with a rigorous evaluation component to study the outcomes for low-income students.

APPENDIX: PROFILES OF DIVERSE CHARTER SCHOOLS

NOTES ON METHODOLOGY

The sources for demographic and achievement data and the most recent year of data available vary depending on the charter school and state in which it is located. We have preserved the demographic classifications used in the original data sources, including minor variations in the labeling of groups.

In cases where charter school operators run more than one school or campus, we have chosen to highlight the original school/campus in our data, with the rationale that these flagship campuses have been operating for the longest time and thus have the best data available.

We have provided achievement data that factor in as many grade levels as possible. When composite results across grade levels were not available, we have chosen data from the highest grade level available, with the rationale that, usually, students in upper grades have spent more time at that school than those in the lower grades.

BLACKSTONE VALLEY PREP MAYORAL ACADEMY

Cumberland, Rhode Island

<http://www.blackstonevalleyprep.org/>

The flagship of the Rhode Island Mayoral Academies, a nonprofit organization that designs socioeconomically diverse charter schools, Blackstone Valley Prep is a regional network of charter elementary and middle schools. Blackstone Valley Prep uses a “high expectations” educational model. The schools in the network implement a strict discipline system, have a longer school day and longer school year, offer summer and Saturday school programs, and label student cohorts for their projected college graduation year (for example, current kindergartners are the class of 2028). Blackstone Valley Prep also has strong fine arts and music programs. In 2011, 100 percent of Blackstone Valley Prep’s kindergarten and first grade students met the benchmark for proficiency on the Developmental Reading Assessment—a test required for a subset of elementary schools in Rhode Island—which was unprecedented in the state.

Blackstone Valley Prep’s lottery is open to students from four communities in Rhode Island that span both urban and suburban districts. The school enrolls equal numbers of urban and suburban students, and the first 50 percent of seats in the lottery are reserved for low-income students. As a result, Blackstone Valley Prep serves a socioeconomically and racially diverse group of students. In addition, 40 percent of students speak a language other than English at home.

ENROLLMENT

For the 2011–12 school year, Blackstone Valley Prep enrolled 522 students in three schools: Elementary School 1 consists of kindergarten through second grade, Elementary School 2 has kindergarten, and Middle School 1 serves fifth and sixth graders. Each of these schools is in the process of expanding, and the network plans eventually to grow into a feeding pattern of two elementary schools, two middle schools, and one high school.

Source: 2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools, School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

DEMOGRAPHIC AND ACHIEVEMENT DATA

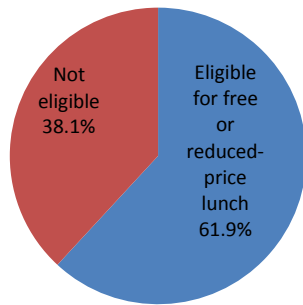


Figure A-1. Free or Reduced-Price Lunch Eligibility

Source: “2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools,” School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

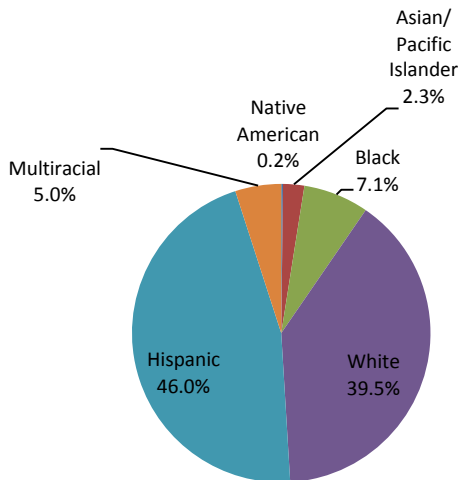


Figure A-2. Race and Ethnicity

Source: “2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools,” School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

Table A-1. Percentage of Students with Classifications

Limited English Proficient	12
Students with Individualized Education Programs	8

Source: “2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools,” School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

Figure A-3. Grade 6 Reading Scores, New England Common Assessment Program, Fall 2011

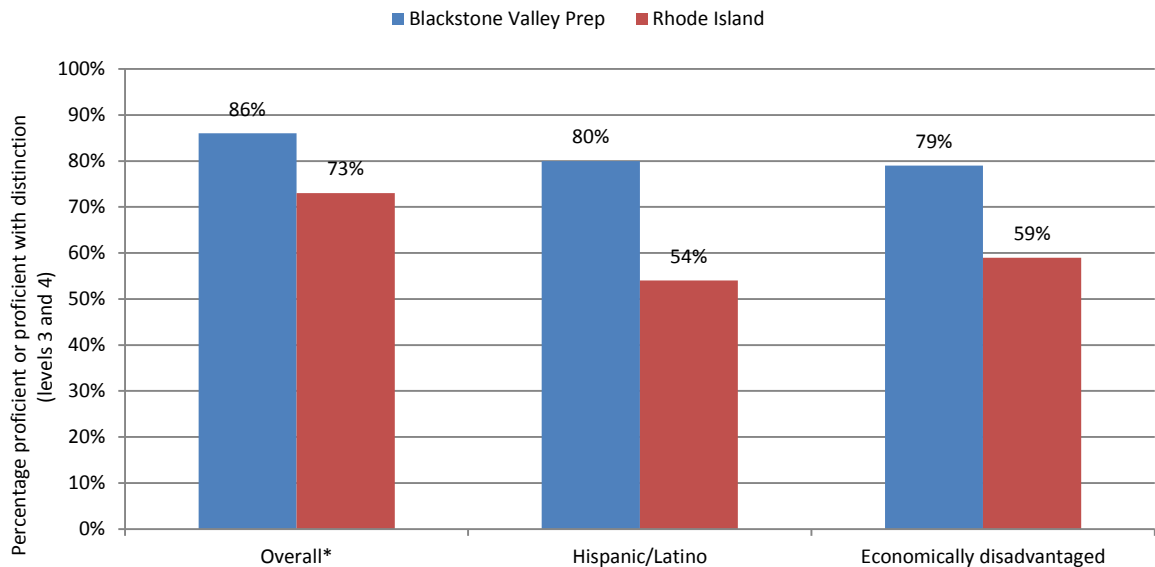
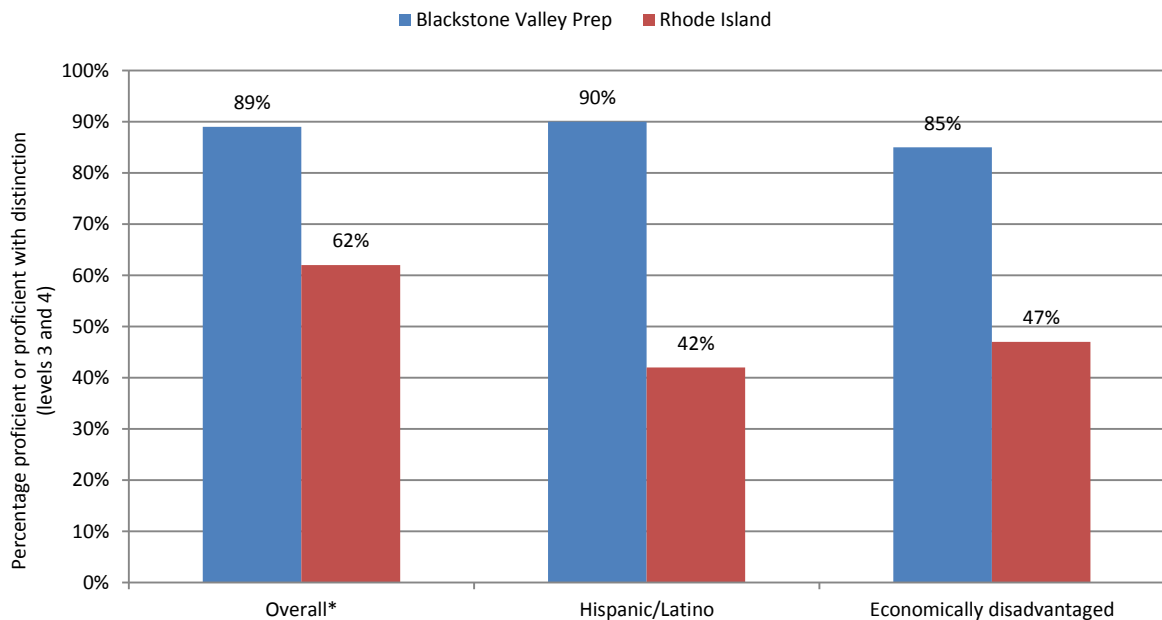


Figure A-4. Grade 6 Math Scores, New England Common Assessment Program, Fall 2011



*62 percent of sixth grade students tested at Blackstone Valley Prep in fall 2011 were economically disadvantaged, compared to 47 percent of sixth graders tested in the state of Rhode Island.

Note: Sixth grade was selected because it was the highest grade level at Blackstone Valley Prep in 2011–12 and the only grade for which test results reflecting student learning at Blackstone Valley Prep are currently available. The data for Blackstone Valley Prep include only those sixth graders who were enrolled at the school as fifth graders the previous year (2010–11), the first year that Blackstone Valley Prep offered fifth grade. The data for Rhode Island include all sixth graders in the state enrolled in fall 2011. Subgroup data is not available for 2010–11 fifth grade students in the following subgroups at Blackstone Valley Prep because the cohorts were too small: black or African American, not Hispanic or Latino; current LEP students; and students with an IEP.

Source: “Fall 2011 Beginning of Grade 6 NECAP Tests, Grade 5 Students in 2010–2011, Blackstone Valley Prep,” and “Fall 2011 Beginning of Grade 6 NECAP Tests, Grade 6 Students in 2011–2012,” Office of Instruction, Assessment, and Curriculum, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/assessment/results.aspx>.

CAPITAL CITY PUBLIC CHARTER SCHOOL

Washington, D.C.

<http://www.ccpcs.org/>

A charter school serving Pre-K through twelfth grade students, Capital City uses the project-based Expeditionary Learning model, offers strong art and fitness programs, and emphasizes the importance of both social and academic curricula. Capital City was recently named an Expeditionary Learning “Mentor School,” an honor that recognizes the school as one of the highest performing Expeditionary Learning schools and gives it the chance to showcase best practices to other Expeditionary Learning schools. In 2009, President Obama, along with Mrs. Obama, visited Capital City and called the school “an example of how all schools should be.” That same year, the school won the Fight for Children Quality Schools Initiative award, granted each year to outstanding schools in Washington, D.C. In 2011, the District of Columbia Public Charter School Board ranked Capital City as a “Tier 1” (highest performance) charter school.

The student body at Capital City is remarkably diverse. As the first parent-founded charter school in Washington, D.C., Capital City was strategically located between the Adams Morgan, Mt. Pleasant, and Columbia Heights neighborhoods as a way of producing racial and economic diversity. The school has a long waiting list and makes aggressive efforts to recruit a diverse applicant pool, including reaching out to Spanish-speaking families. Capital City will move to a new location in fall 2012 in order to house all grades in one campus and expand enrollment in the elementary grades. The school’s new campus, near the neighborhoods of Brightwood and Takoma, is also in a racially and economically diverse area.

ENROLLMENT

Capital City has a Lower Campus, which was founded in 2000, as well as an Upper Campus, which opened in 2008. In 2010–11, the Lower Campus served 244 students in grades PreK–8, while the Upper Campus served 294 students in grades 6–11. As of 2011–12, the Upper Campus has expanded through grade 12.

Source: District of Columbia Public Charter School Board, “School Performance Report 2010–2011: Capital City PCS Lower School,” http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf and “School Performance Report 2010–2011: Capital City PCS Upper School,” http://www.dcpubliccharter.com/data/images/capcity_high_hs10-11.pdf

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below are for Capital City Public Charter School Lower Campus only, since that is the founding campus.

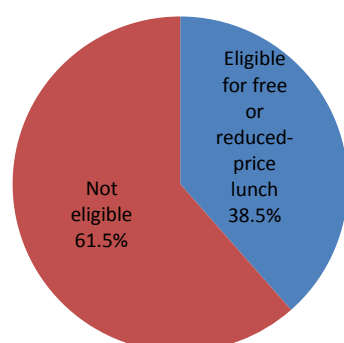


Figure A-5. Free or Reduced-Price Lunch Eligibility

Source: District of Columbia Public Charter School Board, “School Performance Report 2010–2011: Capital City PCS Lower School,” http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf.

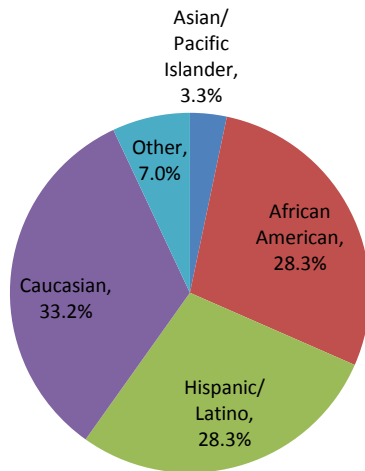


Figure A-6. Race and Ethnicity

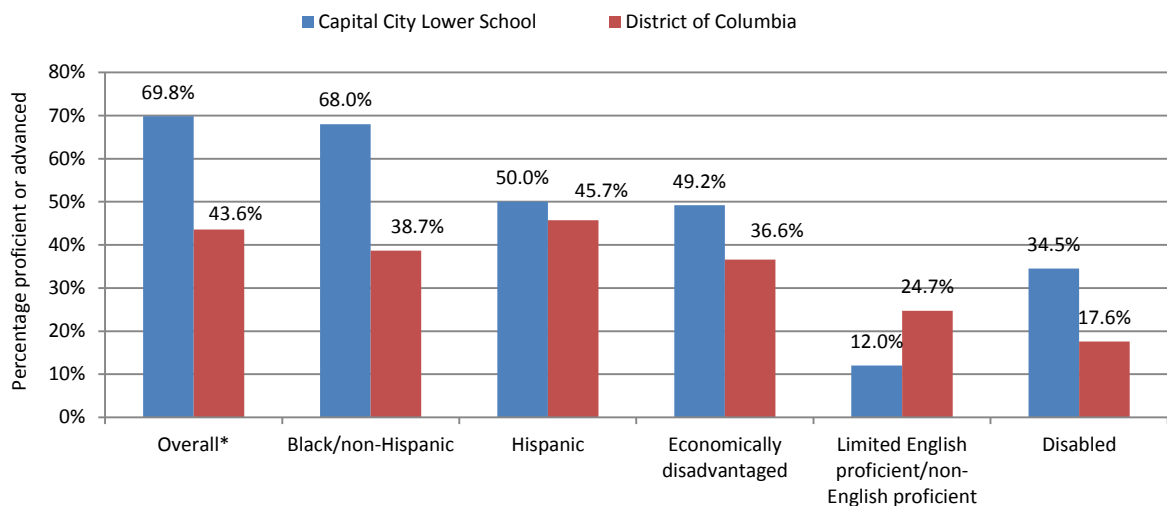
Source: District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf.

Table A-2. Percentage of Students with Classifications

Limited English Proficient	18.4
Special Education	14.3

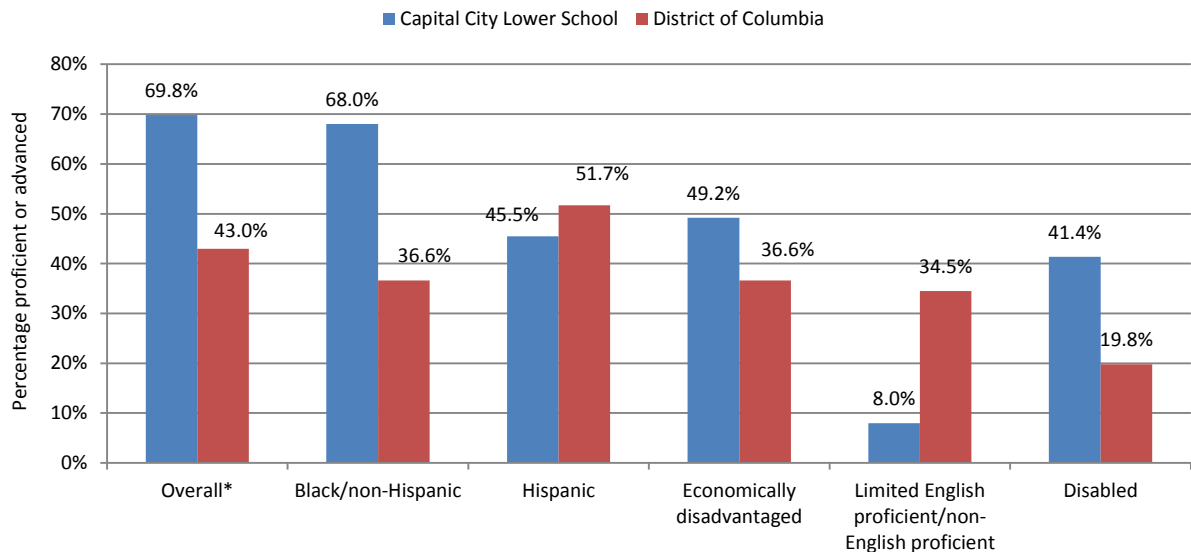
Source: District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf.

Figure A-7. Grades 3–8 Reading Scores, D.C. Comprehensive Assessment System, 2010–11



*41 percent of students tested at Capital City Lower School in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.

Source: "Capital City PCS – Lower School, 2011," and "State Report Card - Elementary, 2011," District of Columbia Assessment and Accountability Data Reports, <http://nclb.osse.dc.gov/>.

Figure A-8. Grades 3–8 Math Scores, D.C. Comprehensive Assessment System, 2010–11

*41 percent of students tested at Capital City Lower School in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.

Source: "Capital City PCS – Lower School, 2011," and "State Report Card - Elementary, 2011," District of Columbia Assessment and Accountability Data Reports, <http://nclb.osse.dc.gov/>.

COMMUNITY ROOTS CHARTER SCHOOL

Brooklyn, New York

<http://www.communityroots.org/>

Strategically located in the mixed-income neighborhood of Fort Greene and drawing students from across Brooklyn, Community Roots is a racially and socioeconomically diverse K–5 charter school. Community Roots uses an integrated studies approach to instruction, placing social studies at the center of the curriculum and offering rich arts and music programs. Community Roots also considers students with special needs an important part of their diversity and uses an inclusive model for delivering special education services, pairing a general-education teacher and a special-education teacher in each classroom.

Community Roots targets recruitment efforts on Head Start, public housing, and special needs preschool programs. As popularity of the school has grown, Community Roots has seen a decrease in the percentage of low-income students. In particular, students living in three large public housing complexes near the school have had a slimmer chance of getting into the school as the lottery pool has grown. Starting with enrollment for 2012–13, Community Roots will reserve 40 percent of the spaces in their incoming kindergarten class for students living in public housing.

ENROLLMENT

Community Roots enrolled 250 students in grades K–4 in 2009–10. The school has now expanded through fifth grade and has plans to add a middle school. The first class of sixth graders will enroll in fall 2012.

Source: Common Core of Data, 2009–10 school year, Community Roots Charter School, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898.

DEMOGRAPHIC AND ACHIEVEMENT DATA

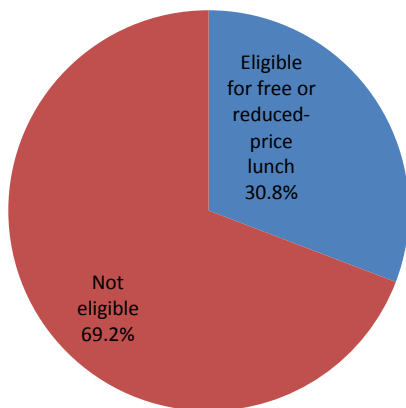


Figure A-9. Free or Reduced-Price Lunch Eligibility

Source: Common Core of Data, 2009–2010 school year, Community Roots Charter School, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898.

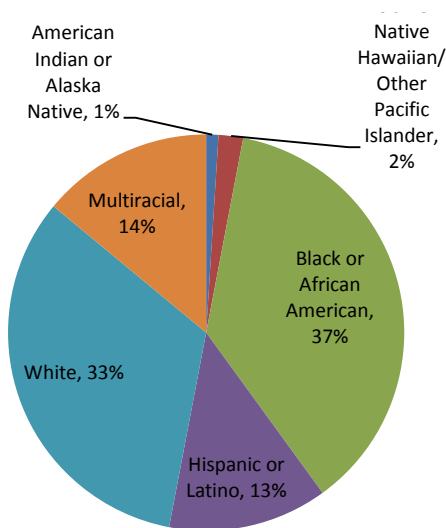


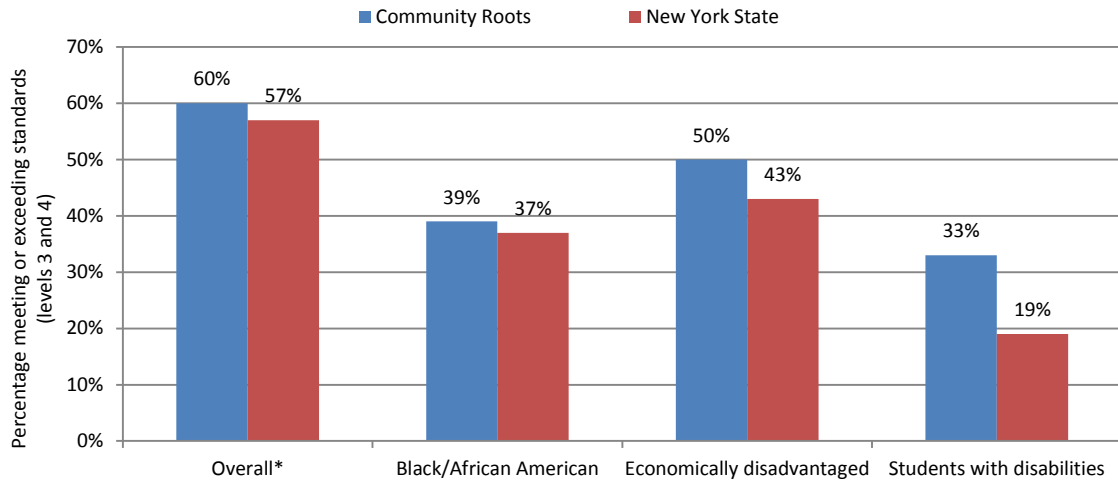
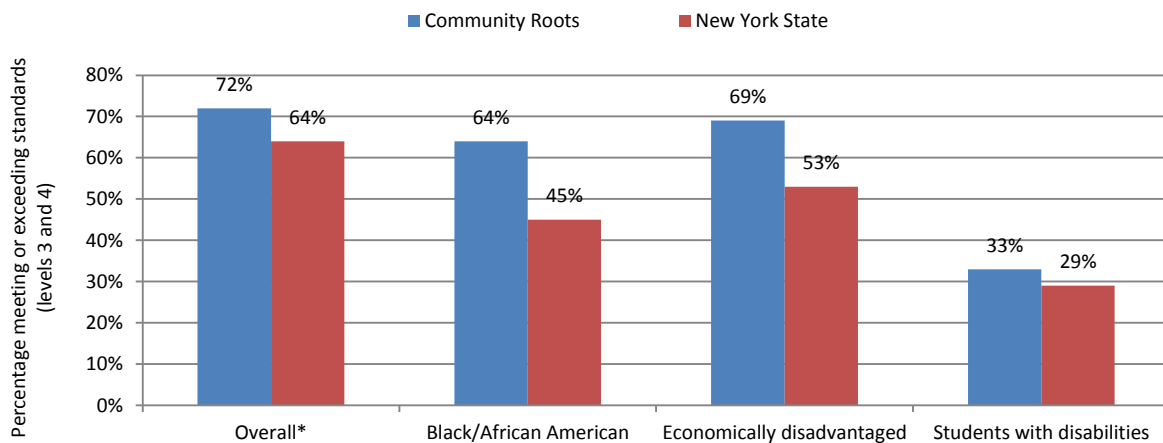
Figure A-10. Race and Ethnicity

Source: New York State Education Department, The New York State School Report Card, 2009–10, Community Roots Charter School, <https://reportcards.nysed.gov/files/2009-10/AOR-2010-331300860893.pdf>.

Table A-3. Percentage of Students with Classifications

Limited English Proficient	1
Special Needs	15–20

Source: Data for English proficiency from New York State Education Department, The New York State School Report Card, 2009–10, Community Roots Charter School, <https://reportcards.nysed.gov/files/2009-10/AOR-2010-331300860893.pdf>; data for special needs was not publicly available on the New York State Education Department website, but came from Allison Keil, co-director of Community Roots Charter School, e-mail to Halley Potter, February 25, 2012.

Figure A-11. Grade 4 English Language Arts Scores, New York State Assessment, 2009–10**Figure A-12. Grade 4 Math Scores, New York State Assessment, 2009–10**

*32 percent of fourth graders tested at Community Roots in 2009–10 were economically disadvantaged, compared to 54 percent of fourth graders tested in the State of New York.

Note: Fourth grade was selected because it was the highest grade at Community Roots Charter School in 2009–10. Subgroup data is not available for Hispanic or Latino fourth grade students at Community Roots Charter School in 2009–10 because the cohort was too small. There were no Limited English Proficient fourth graders tested at Community Roots Charter School in 2009–10.

Source: New York State Education Department, The New York State School Report Card, 2009–2010, Community Roots Charter School, <https://reportcards.nysed.gov/files/2009-10/AOR-2010-331300860893.pdf>, and New York State, <https://reportcards.nysed.gov/statewide/2010statewideAOR.pdf>.

DSST PUBLIC SCHOOLS

Denver, Colorado

<http://dsstpublicschools.org/>

A network of five public charter middle and high schools, DSST Public Schools educates over 1,500 students in a values-driven environment with a focus on STEM (science, technology, engineering, and math). Thus far, 100 percent of DSST graduates have been accepted to four-year colleges. DSST: Stapleton High School, the first DSST school to open, was the only high school to receive a “Distinguished” rating from Denver Public Schools in 2011 and was selected as one of three top finalists from a pool of over 1,000 schools in the 2010 national Race to the Top Commencement Challenge.

Integration and diversity have been part of the guiding philosophy at DSST Public Schools since its founding. DSST Public Schools has been very successful attracting families of all economic backgrounds to its lottery and has a goal that at least 50 percent of students be eligible for free or reduced-price lunch. DSST works with the school district to determine the enrollment preference at each campus based on the communities in which the schools are located and with the goal of having diverse student bodies at each school. Some DSST schools then hold a separate lottery for students who are eligible for free and reduced-price lunch or who reside in a particular geographic region. Currently, over 50 percent of students across five schools are economically disadvantaged. DSST Public Schools is planning to expand to ten schools on five campuses with the socioeconomic integration model intact.

ENROLLMENT

In 2011–12, DSST Public Schools operated two middle schools and three high schools. DSST: Stapleton includes a high school, opened in 2004 as the Denver School of Science and Technology, and a middle school, added in 2008. The Stapleton campus enrolled 874 students in grades 6–12 in 2010–11.

Source: 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below are for DSST: Stapleton Middle and High Schools only, since those two schools make up the founding campus.

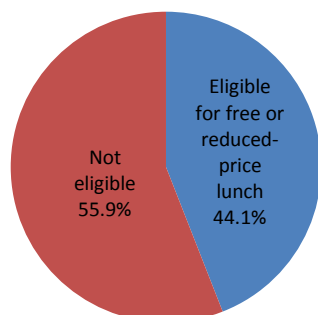


Figure A-13. Free or Reduced-Price Lunch Eligibility

Source: 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

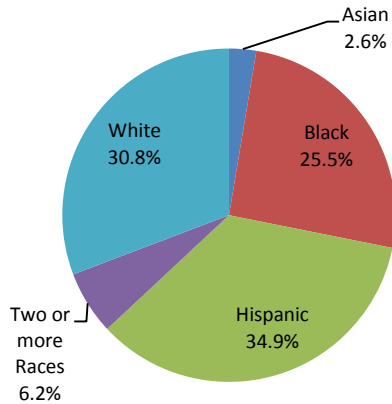


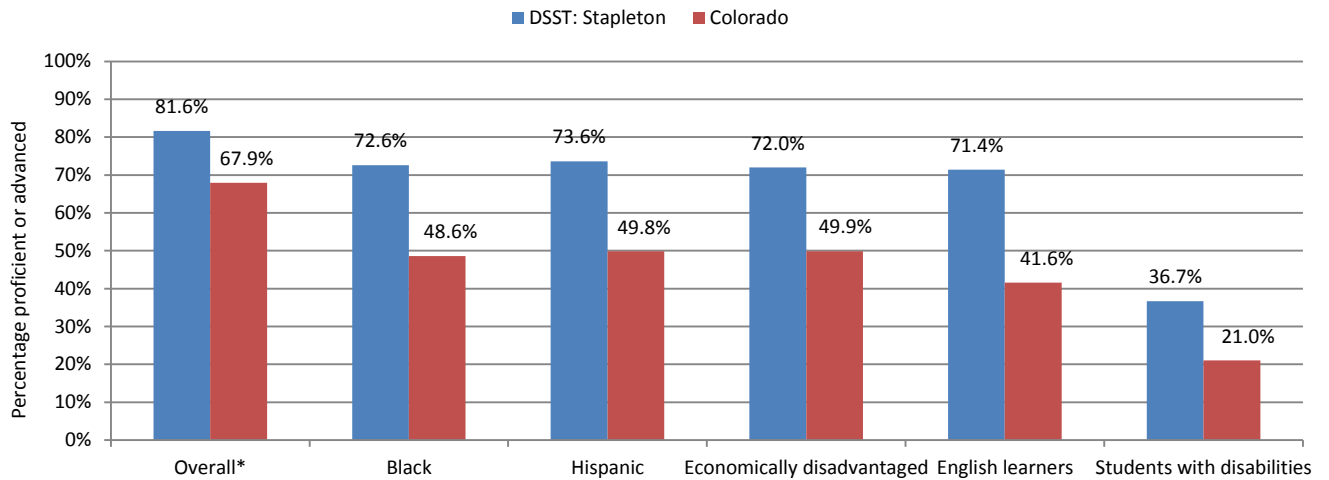
Figure A-14. Race and Ethnicity

Source: 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

Limited English Proficient	26
Students with Disabilities	4

Source: 2010–2011 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

Figure A-15. Grades 6–10 Reading Scores, Colorado Student Assessment Program, 2011



*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

Source: Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

Figure A-16. Grades 6–10 Math Scores, Colorado Student Assessment Program, 2011

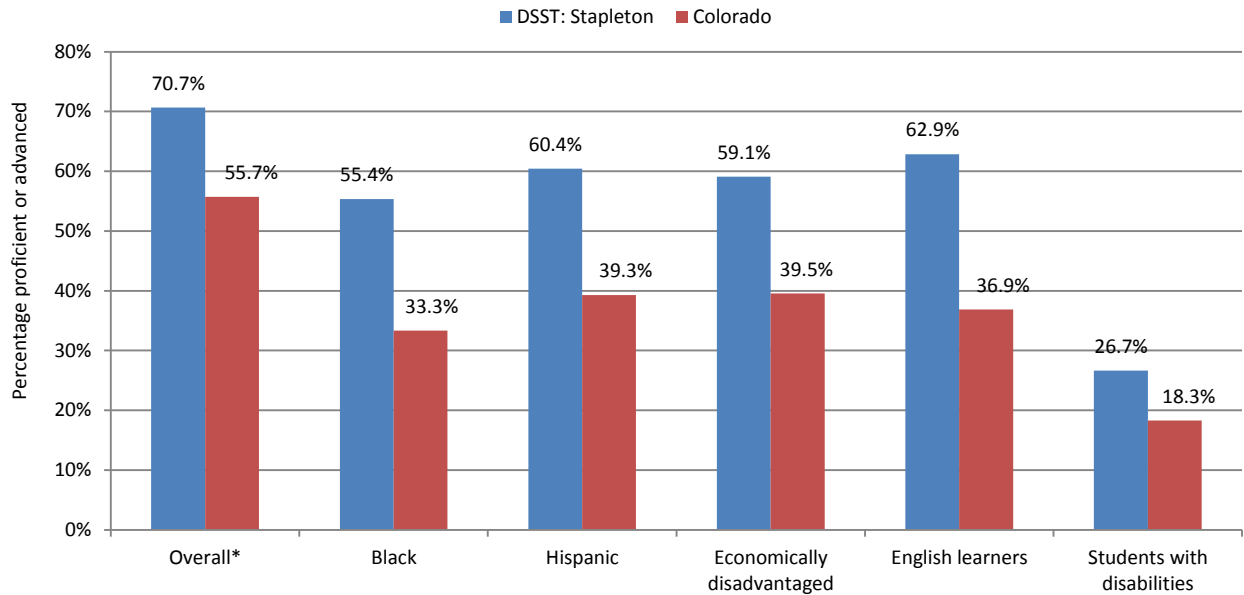
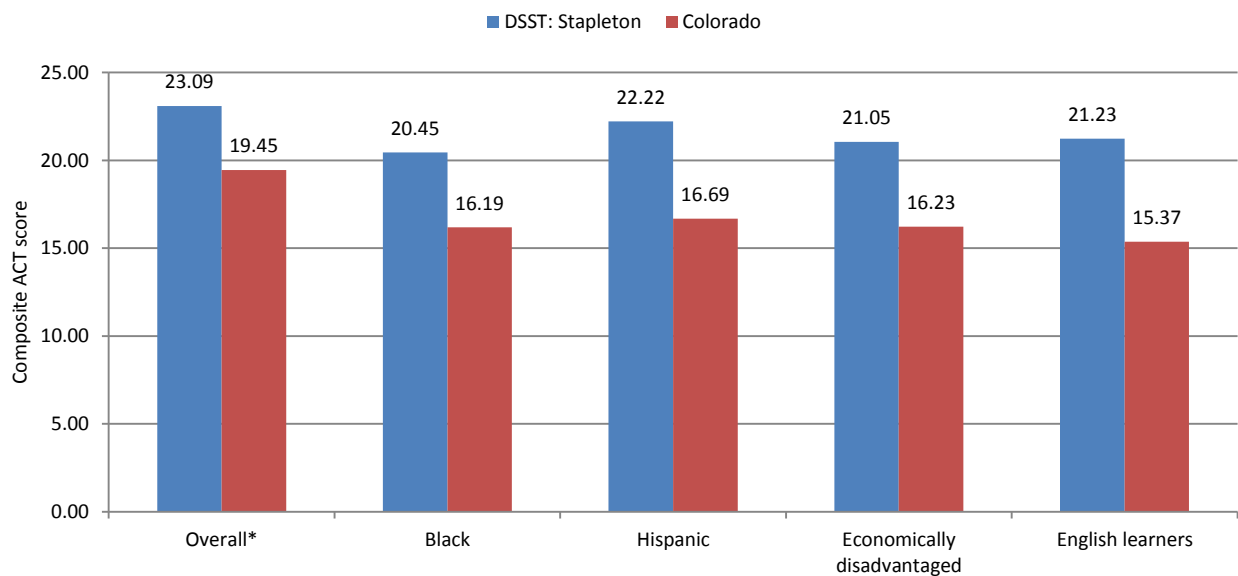


Figure A-17. Grade 11 Composite ACT Scores, 2011

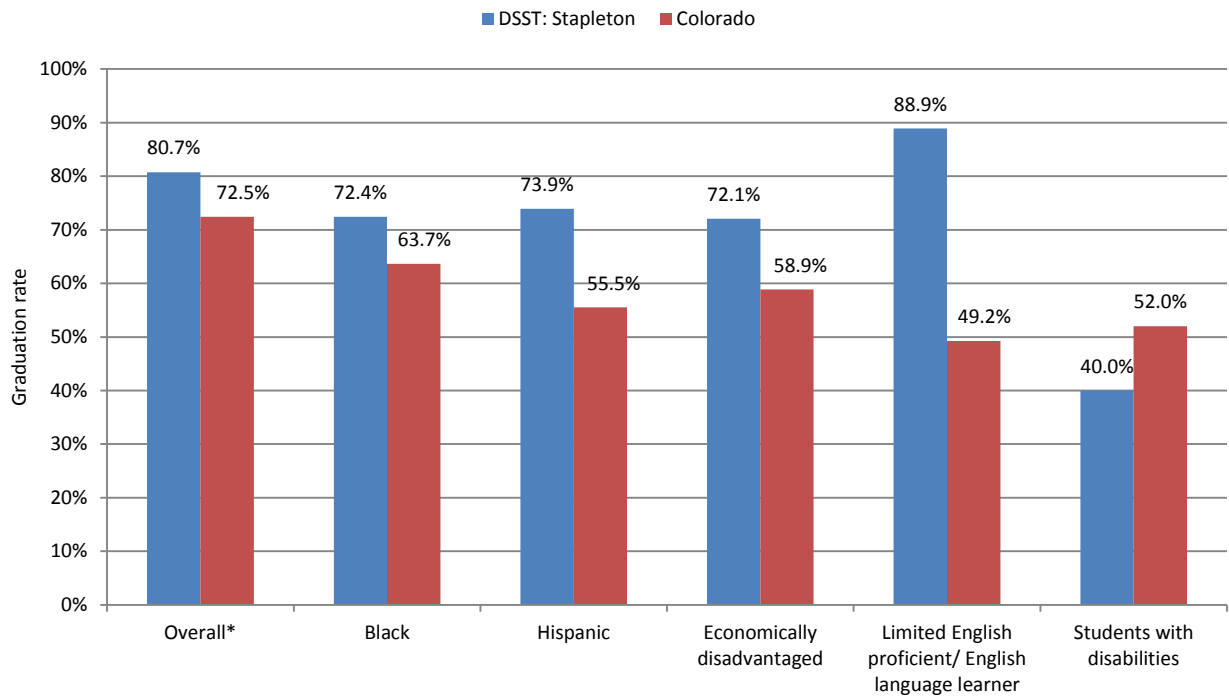


*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

Note: The Composite ACT Score is the average of scores on the English, math, reading, and science sections of the test, each scored on a scale of 1–36. In Colorado, the ACT is administered to eleventh graders statewide. Data is not available for ACT scores of students with disabilities at DSST: Stapleton in 2011.

Source: Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

Figure A-18. Graduation Rates, 2010



*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

Note: Colorado calculates graduation rates using an “on-time” methodology that includes as graduates only those students who graduate high school within four years or fewer.

Source: Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

E. L. HAYNES PUBLIC CHARTER SCHOOL

Washington, D.C.

<http://www.elhaynes.org/>

Located in the Petworth neighborhood in Washington, D.C., E. L. Haynes Public Charter School offers a rigorous, standards-based curriculum to students in preschool through grade 9 (with plans to expand through grade 12). Through the school’s “AP for All” program, all students must complete eleven AP courses in order to graduate. E. L. Haynes uses a year-round calendar, spacing breaks throughout the year rather than having one long summer break. During the intersession weeks, E. L. Haynes offers optional enrichment programming—which charges tuition on a sliding scale that is free for students who qualify for free and reduced-price lunch—on topics ranging from ancient Egypt to filmmaking. In 2008, E. L. Haynes was the first-ever charter school winner of the Fight for Children Quality Schools Initiative, and in 2010 it won the inaugural Strong Schools Award from the CityBridge Foundation. Both awards are granted each year to outstanding schools in Washington, D.C. For three years in a row, E. L. Haynes also earned EPIC awards, granted by the New Leaders’ Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains. According to Jennifer Niles, the school’s founder and head of school, E. L. Haynes has increased student achievement on the D.C. Comprehensive Assessment System by 47 percentage points in math and 23 percentage points in reading over six years. In 2010–11, 75 percent

of the school's eighth graders scored proficient or advanced in reading and 90 percent scored proficient or advanced in math. In 2011, the District of Columbia Public Charter School Board ranked E. L. Haynes as a "Tier 1" (highest performance) charter school.

Diversity has been central to E. L. Haynes since its founding. Niles said that one of the school's goals is "to demonstrate that all students can achieve at high levels all together." The student body at E. L. Haynes is extremely diverse in terms of race, income, and home language. Since E. L. Haynes is a top-ranked charter school in the city and receives many applications from families who hear about the school through its reputation, E. L. Haynes focuses all of its recruitment efforts on low-income and non-English-speaking families, who may have less access to information about local schools.

ENROLLMENT

In 2009–10, E. L. Haynes served 460 students in grades Pre-K through 7. In 2011–12, the school has expanded through grade 9 and nearly doubled in enrollment. It will continue expanding by one grade each year through grade 12, reaching an enrollment of 1,100 students.

Source: Common Core of Data, 2009–10 school year, E. L. Haynes PCS, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=e.l.+haynes&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=110004300274.

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The most recent whole-school demographic data available for E. L. Haynes from the Common Core of Data is from 2009–10. Because E. L. Haynes' student body has grown significantly since that year, we have used demographic data provided by the school in their Annual Report.

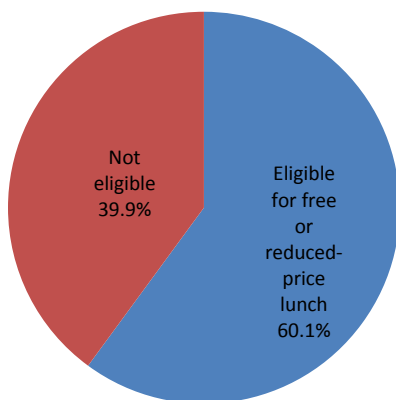
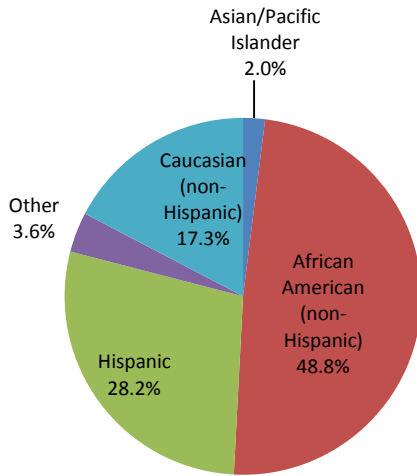


Figure A-19. Free or Reduced-Price Lunch Eligibility

Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

Figure A-20. Race and Ethnicity



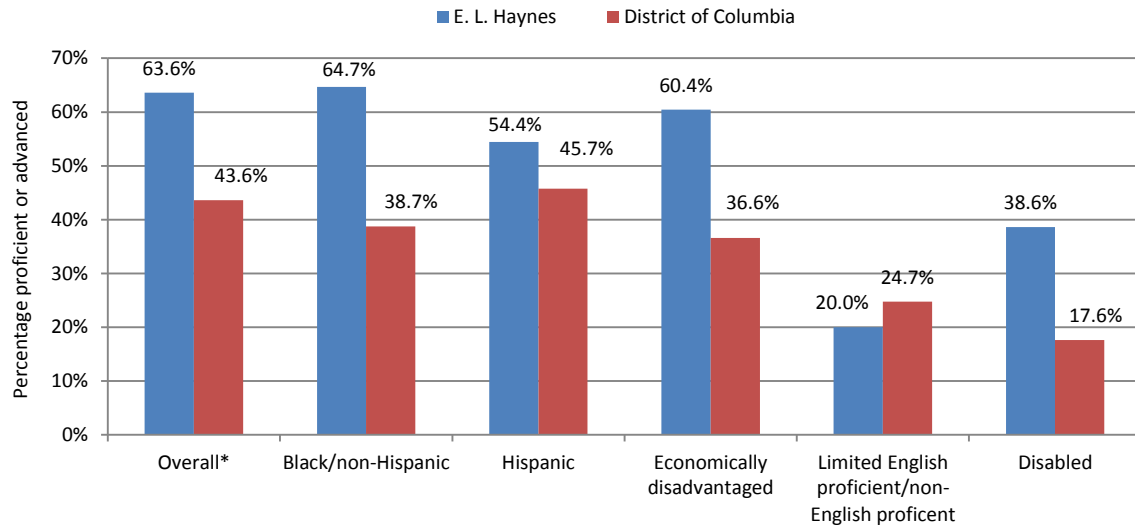
Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

Table A-5. Percentage of Students with Classifications

Limited and Non-English Proficient	15.64
Individualized Education Programs	12.21

Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

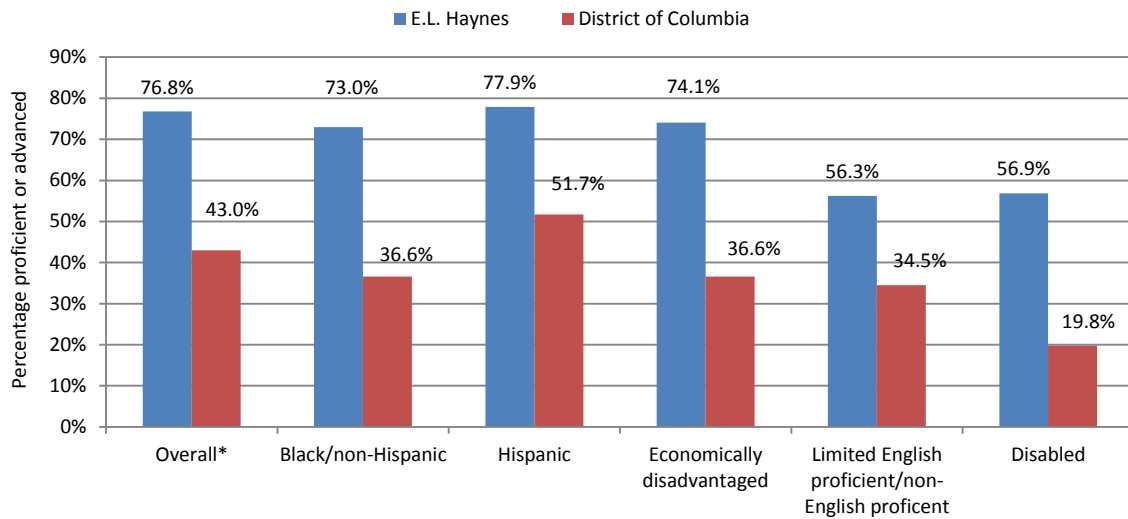
Figure A-21. Grades 3–8 Reading Scores, D.C. Comprehensive Assessment System, 2010–11



Note: The District of Columbia Assessment and Accountability Data Report for DC-CAS reading scores at E. L. Haynes contains errors that the Office of the State Superintendent of Education of the District of Columbia acknowledged. This above graph uses the corrected scores, supplied by E. L. Haynes administrators.

Source: Richard Pohlman, e-mail to Halley Potter, February 28, 2012.

Figure A-22. Grades 3–8 Math Scores, D.C. Comprehensive Assessment System, 2010–11



*69 percent of students tested at E. L. Haynes in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.

Source: “E. L. Haynes PCS, 2011,” and “State Report Card - Elementary, 2011,” District of Columbia Assessment and Accountability Data Reports, <http://nclb.osse.dc.gov/>.

HIGH TECH HIGH

San Diego, California

<http://www.hightechhigh.org/>

A network of eleven elementary, middle, and high schools, High Tech High serves an ethnically and socioeconomically diverse population. Focusing on math, science, and engineering, the school teaches through an experiential method employing expeditionary, applied, group learning. One hundred percent of High Tech High’s graduates have been admitted to college, and 99 percent of students attend college in the fall after graduation. About 35 percent of these graduates are first-generation college students. In 2007, High Tech High was the first California public school organization to open its own Graduate School of Education to train and credential teachers.

Larry Rosenstock, CEO and founding principal of High Tech High and dean of the High Tech High Graduate School of Education, says that integration is the network’s “number one objective.” High Tech High schools use a lottery that weights only by zip code, seeking an even distribution of students from across the area. Because of the residential segregation in the area, the result of the zip code lottery is a socioeconomically and racially diverse student body. In order to make sure that the school is integrated at the classroom level, High Tech High uses a full immersion special education model, supporting special education students in regular classroom settings and only pulling them out for specialized instruction during non-academic portions of the daily schedule. In addition, rather than separating honors students and regular students, High Tech High offers classes with a two-tiered syllabus: all students take the class together, and those opting for honors complete extra assignments.

ENROLLMENT

The High Tech High network includes eleven elementary, middle, and high schools. The Gary and Jerri-Ann Jacobs High Tech High, the first High Tech High school, enrolled 549 students in grades 9–12 in 2009–10.

Source: Common Core of Data, 2009–10 school year, High Tech High, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599.

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below is for The Gary and Jerri-Ann Jacobs High Tech High only, since that is the original High Tech High school.

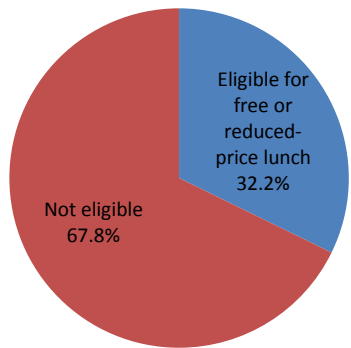


Figure A-23. Free or Reduced-Price Lunch Eligibility

Source: Common Core of Data, 2009–10 school year, High Tech High, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599.

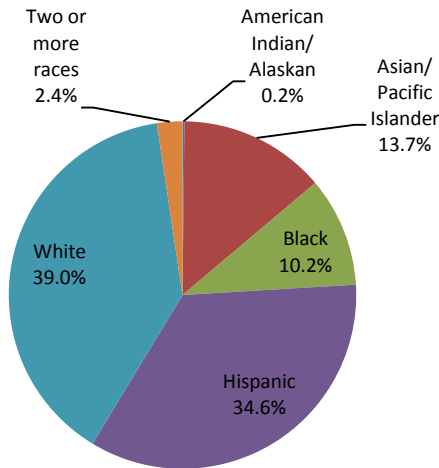


Figure A-24. Race and Ethnicity

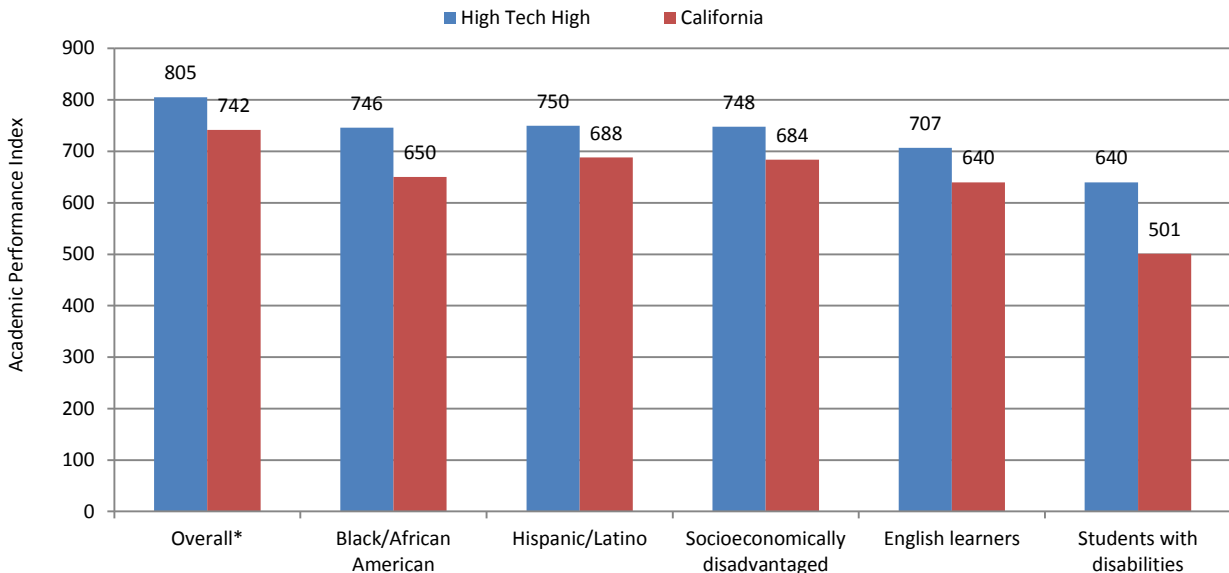
Source: Common Core of Data, 2009–10 school year, High Tech High, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599.

Table A-6. Percentage of Students with Classifications

English Learners	11
Disabilities	11

Source: “2011 High Tech High School Report – API Growth and Targets Met,” 2010–11 Accountability Progress Reporting, State of California Department of Education, <http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcds=37683383731247> (data is for grades 9–11 in 2010–11).

Figure A-25. Grades 9–11, Academic Performance Index (API), 2010–11

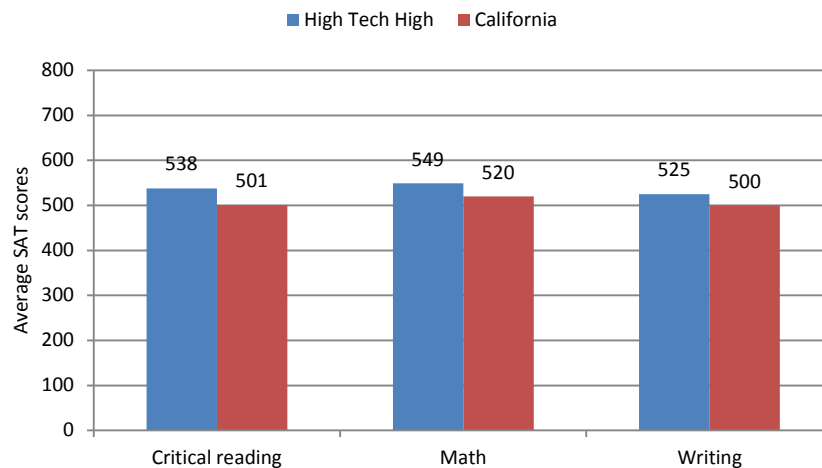


*34 percent of students included in the 2010–11 API score for High Tech High were socioeconomically disadvantaged, compared to 53 percent of students included in the grades 9–11 API score for the state of California.

Note: The State of California assigns each school, Local Education Agency, and subgroup an Academic Performance Index (API) from 200 to 1000 to reflect the overall academic performance and growth of that group. The API is calculated using student performance data from statewide assessments across different subjects. The state uses the API to measure improvement as well as to rank schools. In 2010, The Gary and Jerri-Ann Jacobs High Tech High ranked in the eighth decile (seventy-first to eightieth percentiles) out of all high schools in California and the third decile (twenty-first through thirtieth percentiles) out of a group of 100 schools with similar student demographics, teacher credentials, and organizational characteristics.

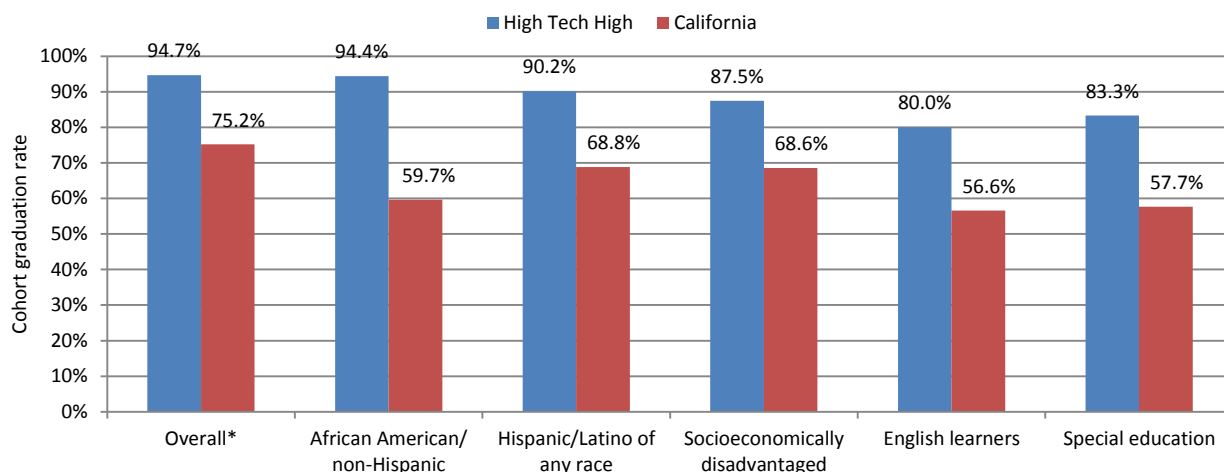
Source: “2011 State Report – Growth API,” <http://api.cde.ca.gov/Acnt2011/2011GrthStAPI.aspx>, “2011 High Tech High School Report—API Growth and Targets Met,” Accountability Progress Reporting, State of California Department of Education, <http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcids=37683383731247>, and “2010 Base High Tech High Similar Schools Report,” <http://api.cde.ca.gov/Acnt2011/2010BaseSchSS.aspx?allcids=37-68338-3731247&c=R>, 2010-11 .

Figure A-26. SAT Scores, 2009–10



Note: 89.92 percent of students at High Tech High took the SAT in 2009–10, compared to 33.36 percent of students across the state of California. SAT scores for student subgroups were not available.

Source: SAT Test Results, 2009–10, State of California Department of Education, <http://www.cde.ca.gov/ds/sp/ai/>.

Figure A-27. Graduation Rates, 2010

*30 percent of students in the 2009–10 cohort at High Tech High were socioeconomically disadvantaged, compared to 59 percent of students in the cohort for the state of California.

Note: California counts only those students who graduate in four years or less in their cohort graduation rates.

Source: Student Demographics—Graduates, Cohort Outcome Data, 2009–10, State of California Department of Education, <http://dq.cde.ca.gov/dataquest/>.

LARCHMONT SCHOOLS

Los Angeles, California

<http://www.larchmontcharter.org/> and

<http://www.larchmontcharterweho.org>

The Larchmont Schools family includes two successful charter schools in Los Angeles, California: Larchmont Charter School (LCS) and Larchmont Charter School–West Hollywood (LCW). The Larchmont Schools use constructivist teaching methods, providing children with highly differentiated instruction, small class sizes, and project-based learning. Both schools are among the thirty highest-performing public schools in the Los Angeles Unified School District (out of over 800). In 2009, Larchmont Schools was handpicked by Chez Panisse restaurateur Alice Waters to be one of the founding sites for the new Edible Schoolyard Program. In 2010, one of LCS’s teachers was a winner of the “Teacher of the Year” award from the Los Angeles Unified School District.

With two schools and campuses in three neighborhoods—Hollywood, Koreatown, and West Hollywood—the Larchmont Schools are located in some of the most diverse communities in Los Angeles. But despite the diversity of these communities, few schools in the area serve diverse student bodies, according to Larchmont Schools’ senior academic officer, Brian Johnson. A group of parents from Hollywood started the first school, LCS, in 2005 with the hope of making a public school that was as diverse as their community at large. School leaders at each school look at census and Nielsen data for the school’s surrounding neighborhood and set the goal of having their student bodies mirror that socioeconomic and racial/ethnic diversity. Each school designs a recruitment plan and weights the admissions lottery using a carefully designed algorithm that adjusts the weight given to low-income students in order to help reach the school’s target percentage of free and reduced-price lunch. At LCS, for example, school leaders estimated

that 42 percent of families in the area earn an income that would qualify for free or reduced-price lunch, so they set that as their school's target.

ENROLLMENT

Founded in 2005, LCS served 448 students in grades K–6 in 2009–10 and expanded through eighth grade for the 2011–12 school year. LCW opened in 2008 and enrolled 114 students in grades K–2 in 2009–10. It has grown to serve students through fifth grade in 2011–12 and plans to continue expanding into a full K–8 school.

Source: Common Core of Data, 2009–10 school year, Larchmont Schools, National Center for Education Statistics, http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271010870 and http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271012307.

DEMOGRAPHIC AND ACHIEVEMENT DATA

Note: The data below is for Larchmont Charter School only, since that was the first school in the Larchmont Schools family. Because the student demographics of Larchmont Charter School have changed significantly since 2009–10, the most recent year available from the Common Core of Data, we have used demographic data provided by school administrators.

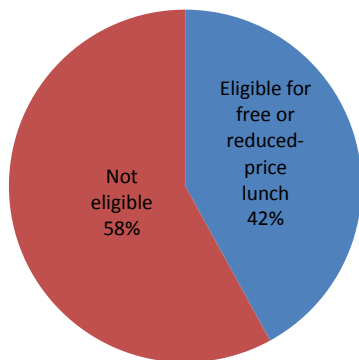


Figure A-28. Free or Reduced-Price Lunch Eligibility

Source: "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.

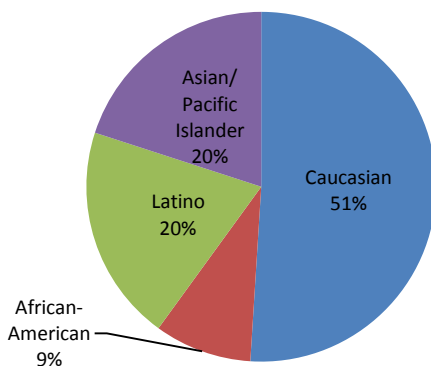


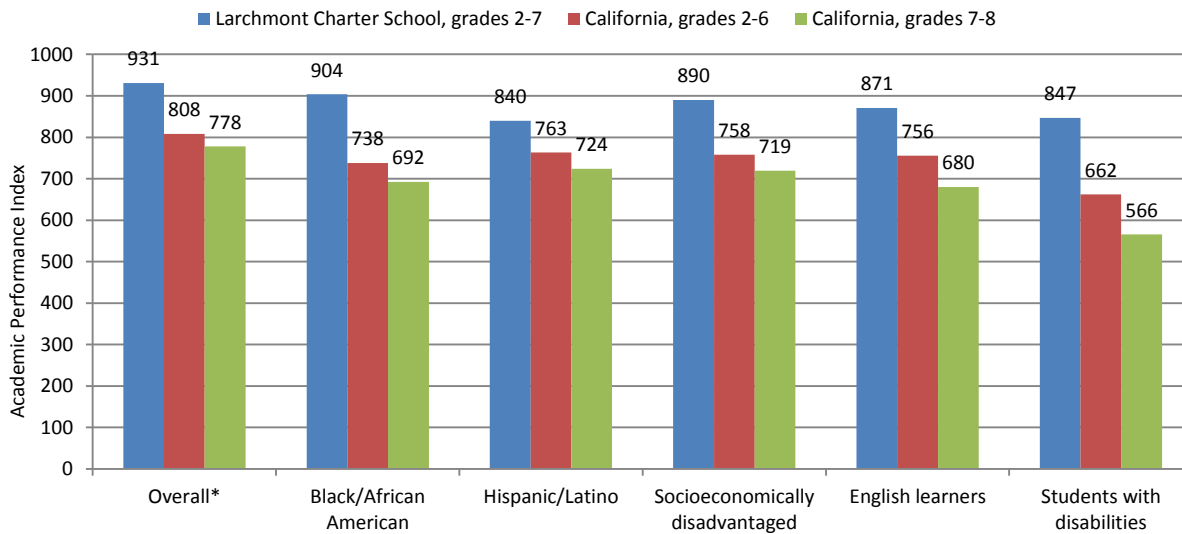
Figure A-29. Race and Ethnicity

Source: "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.

Table A-7. Percentage of Students with Classifications

English Language Learners	8
Individualized Education Programs	10.5

Source: "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.

Figure A-30. Grades 2–7, Academic Performance Index (API), 2010–11

*34 percent of students included in the 2010–11 API score for Larchmont Charter School were socioeconomically disadvantaged, compared to 61 percent of students included in the grades 2–6 API score and 58 percent of students included in the grades 7–8 API score for the state of California.

Note: The State of California assigns each school, Local Education Agency, and subgroup an Academic Performance Index (API) from 200 to 1000 to reflect the overall academic performance and growth of that group. The API is calculated using student performance data from statewide assessments across different subjects. The state uses the API to measure improvement as well as to rank schools. In 2010, Larchmont Charter School ranked in the ninth decile (eighty-first to ninety-ninth percentiles) out of all elementary schools in California and in the tenth decile (ninety-first to ninety-ninth percentiles) out of a group of 100 schools with similar student demographics, teacher credentials, and organizational characteristics.

Source: "2011 State Report—Growth API," Accountability Progress Reporting, State of California Department of Education, <http://api.cde.ca.gov/Acnt2011/2011GrthStAPI.aspx>, "2011 Larchmont Charter School Report—API Growth and Targets Met," <http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcids=19-64733-0108928>, and "2010 Base Larchmont Charter School Similar Schools Report," <http://api.cde.ca.gov/Acnt2011/2010BaseSchSS.aspx?allcids=19-64733-0108928&c=R, 2010-11>.

NOTES

¹ Gary Ritter, Nathan Jensen, Brian Kisida, and Joshua McGee, “A Closer Look at Charter Schools and Segregation,” *Education Next*, Summer 2010.

² *Parents Involved in Community Schools v. Seattle School District #1*, 551 U.S. 701 (2007), endorsed a variety of constitutionally permissible approaches to achieve the “compelling government interest” in creating school diversity and reducing racial isolation. See also The National Coalition on School Diversity, “Federally Funded Charter Schools Should Foster Diversity,” Issue Brief 2, March 2010, <http://www.school-diversity.org/pdf/DiversityIssueBriefNo2.pdf>.

³ The Education Commission of the States, “School or Student Preference” database, 2010, <http://mb2.ecs.org/reports/Report.aspx?id=79>. States that prioritize charter school funding for at-risk, low-income, or minority students include:

- Arkansas—“The state board of education must give preference to applications for charters schools: (1) Located in school districts where the percentage of students who qualify for free or reduced price lunches is above the state average.”
- California—“Priority in the approval process must be given to schools designed to serve low-achieving students.”
- Colorado—“Greater consideration must be given to charter school applications designed to increase the educational opportunities of at-risk pupils.”
- Connecticut—“The state board of education must give preference to applicants that will serve students who reside in a priority district or in a district in which 75% or more of the enrolled students are members of racial or ethnic minorities.”
- Illinois—“In evaluating submitted charter school proposals, the local school board is required to give perverse to proposals that: . . . (3) Are designed to enroll and serve a substantial proportion of at-risk children.”
- Missouri—“Priority must be given to charter school applicants proposing a school oriented to high-risk students and to the re-entry of dropouts into the school system.”
- New York—“Applications that demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure may be given preference in the application process.”
- North Carolina—“The state law encourages chartering entities to give preference to applications focused on serving students at risk of academic failure.”
- Rhode Island—“Charter schools designed to serve at-risk students must be given preference in the application process.”
- Tennessee—“Charter schools may only serve students who . . . (2) Were assigned to, or previously enrolled in a school failing to make adequate yearly progress (AYP), as defined by the state’s accountability system, giving priority to at-risk students.”
- Virginia—“Local school boards must give priority to charter school applications designed to increase the educational opportunities of at-risk students, and at least 1/2 of the charter schools per division must be for at-risk students.”
- Wisconsin—“Charter school authorizers must give preference in awarding charters to charter schools that serve children at risk.”

(Quotations are taken from the Education Commission of the States database, paraphrasing state laws.) Without added consideration of whether or not a school encourages diversity, these laws are likely to prioritize funding for high-poverty charter schools.

⁴ *All-STAR Act of 2011*, S. 809, 112th Cong., 1st sess., introduced April 13, 2011. See section (e)(1)(D)(ii)(II)(aa), prioritizing funding for schools serving a greater percentage of low-income children.

⁵ The Education Commission of the States and Article 56 New York State Law 2854(2)(b).

⁶ “Application for New Awards; Charter School Program (CSP); Grants for Replication and Expansion of High-Quality Charter Schools,” *Federal Register* 77, no. 44 (March 6, 2012): 13304–11, <http://www.gpo.gov/fdsys/pkg/FR-2012-03-06/pdf/2012-5427.pdf>.

⁷ “Market Share Demonstration Sites,” The Walton Family Foundation, <http://www.waltonfamilyfoundation.org/educationreform/market-share-demonstration-sites>; and “Mission and Overview,” The Broad Foundation—Education, <http://broadeducation.org/about/overview.html>.

⁸ Knowledge Is Power Program (KIPP) website, available at <http://www.kipp.org/about-kipp>.

⁹ Paul Tough, “What It Takes To Make a Student,” *The New York Times*, November 26, 2006. See also David Whitman, *Sweating the Small Stuff: Inner-City Schools and the New Paternalism* (Washington, D.C.: Thomas B. Fordham Institute Press, 2008). See also George F. Will, “Where Paternalism Makes the Grade,” *Washington Post*, August 21, 2008.

¹⁰ In addition to the rationales based on student performance and political viability provided in this section, there are also compelling legal reasons to review educational equity and diversity practices in charter schools. For an overview of the concept of equal educational opportunity in the law and its application to charter schools, see Julie F. Mead and Preston C. Green III, *Chartering Equity: Using Charter School Legislation and Policy to Advance Equal Educational Opportunity* (Boulder, Colo.: National Education Policy Center, 2012), http://nepc.colorado.edu/files/PB-CharterEquity_0.pdf.

¹¹ See e.g., Amy Stuart Wells and Robert L. Crain, “Perpetuation Theory and the Long-Term Effects of School Desegregation,” *Review of Educational Research* 64, no. 4 (1994): 531–55.

¹² Rebecca Bigler and L. S. Liben, “A Developmental Intergroup Theory of Social Stereotypes and Prejudices,” *Advances in Child Development and Behavior* 34 (2006): 67; and Thomas F. Pettigrew and Linda R. Tropp, “A Meta-Analytic Test of Intergroup Contact Theory,” *Journal of Personality and Social Psychology* 90, no. 5 (2006): 751–83. See also Greg J. Duncan et al., “Empathy or Antipathy? The Consequences of Racially and Socially Diverse Peers on Attitudes and Behaviors,” Working paper, Joint Center for Policy Research, Northwestern University, 2003, http://www.ipr.northwestern.edu/jcpr/workingpapers/wpfiles/Duncan_et_al_peer_paper.pdf, looking at the behaviors and attitudes of white college students with roommates from different socioeconomic and racial backgrounds.

¹³ Melanie Killen and Clark McKown, “How Integrative Approaches to Intergroup Attitudes Advance the Field,” *Journal of Applied Developmental Psychology* 26 (2005): 618, 620; Adam Rutland, Lindsey Cameron, Laura Bennett, and Jennifer Ferrell, “Interracial Contact and Racial Constancy: A Multi-site Study of Racial Intergroup Bias in 3–5 Year Old Anglo-British Children,” *Journal of Applied Developmental Psychology* 26 (2005): 699–713; and Heidi McGlothlin and Melanie Killen, “Children’s Perceptions of Intergroup and Intragroup Similarity and the Role of Social Experience,” *Journal of Applied Developmental Psychology* 26 (2005): 680–98.

¹⁴ Kristie J. R. Phillips, Robert J. Rodosky, Marco A. Muñoz, and Elisabeth S. Larsen, “Integrated Schools, Integrated Futures? A Case Study of School Desegregation in Jefferson County, Kentucky,” in *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*, ed. Claire E. Smrekar and Ellen B. Goldring (Cambridge, Mass.: Harvard Education Press, 2009), 239–70.

¹⁵ *Milliken v. Bradley*, 414 U.S. 717, 783 (1974) (Marshall, J., dissenting).

¹⁶ Erica Frankenberg, Genevieve Siegel-Hawley, and Jia Wang, *Choice without Equity: Charter School Segregation and the Need for Civil Rights Standards* (Los Angeles, Calif.: Civil Rights Project at UCLA, January 2010), 62, Tables 22 and 23. Data are from the 2007–08 NCES Common Core of Data.

¹⁷ Brief of 553 Social Scientists as Amici Curiae in Support of Respondents, *Parents Involved v. Seattle School District*, No. 05-908, and *Meredith v. Jefferson County*, No. 05-915 (2006), http://www.aera.net/uploadedFiles/News_Media/553SocialScientistsBrief.pdf; see also Patricia Marin, “The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms,” in *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*, ed. American Council on Education & American Association of University Professors (Washington, D.C.: ACE & AAUP, 2000): 61–68, <http://www.aaup.org/NR/rdonlyres/97003B7B-055F-4318-B14A-5336321FB742/0/DIVREP.PDF>, a qualitative study of multi-racial/multi-ethnic college classrooms; and Anthony Lising Antonio, et al., “Effects of Racial Diversity on Complex Thinking in College Students,” *Psychological Science* 15, no. 8 (2004): 507–10, an experimental study showing positive effects on the integrative complexity of white college students’ discussion contributions when they were in racially integrated discussion groups and when they reported having diverse friends and classmates.

¹⁸ See e.g., Mark Berends and Roberto V. Penalzoa, “Increasing Racial Isolation and Test Score Gaps in Mathematics: A 30-Year Perspective,” *Teachers College Record* 112, no. 4 (2010): 978–1007. See also the “Research Briefs” series published by the National Coalition on School Diversity, www.school-diversity.org.

¹⁹ Richard D. Kahlenberg, *All Together Now: Creating Middle-Class Schools through Public School Choice* (Washington, D.C.: Brookings Institution Press, 2001), 61.

²⁰ Claude S. Fischer et al., *Inequality by Design: Cracking the Bell Curve Myth* (Princeton: Princeton University Press, 1996), 84.

²¹ "Multiple Choice: Charter School Performance in 16 States," Center for Research on Education Outcomes (CREDO), Stanford University, Stanford, California, June 2009, 44, Table 9; and *The Nation's Report Card: America's Charter Schools. Results from the NAEP 2003 Pilot Study* (Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, December 2004), <http://nces.ed.gov/nationsreportcard/pdf/studies/2005456.pdf>.

²² Kahlenberg, *All Together Now*, 50–58.

²³ Robert Bifulco and Helen F. Ladd, "Institutional Change and Coproduction of Public Services: The Effect of Charter Schools on Parental Involvement," *Journal of Public Administration Research and Theory* 16, no. 4 (2006): 553–76.

²⁴ Kahlenberg, *All Together Now*, 62–64.

²⁵ See Gary Miron and Brooks Applegate, *Teacher Attrition in Charter Schools* (Tempe, Ariz: Education Policy Research Unit, Arizona State University, 2007), <http://epsu.asu.edu/epru/documents/EPSSL-0705-234-EPRU.pdf>; Celeste K. Carruthers, "Do Charter Schools Attract Better Teachers than Traditional Public Schools?" National Center for Analysis of Longitudinal Data in Educational Research, Working Paper no. 27, June 2010, http://www.urban.org/uploadedpdf/1001285_thequalifications.pdf; David Stuit and Thomas M. Smith, *Teacher Turnover in Charter Schools: Research Brief* (Nashville, Tenn.: National Center on School Choice, Vanderbilt University, Peabody College, 2010), http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_stuit_smith_ncspe.pdf; Marisa Cannata, *Charter Schools and the Teacher Job Search: Research Brief* (Nashville, TN: National Center on School Choice, Vanderbilt University, Peabody College, 2010), http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_teacher_job_search.pdf; Xiaoxia A. Newton, Rosario Rivero, Bruce Fuller, and Luke Dauter, "Teacher Stability and Turnover in Los Angeles: The Influence of Teacher and School Characteristics," Los Angeles School Infrastructure Project Working Paper (Berkeley, Calif.: Policy Analysis for California Education, 2011), <http://www.stanford.edu/group/pace/cgi-bin/wordpress/2563> (accessed July 28, 2011).

²⁶ Kahlenberg, *All Together Now*, 67–74.

²⁷ National Center of Education Statistics, NAEP Data Explorer, 2008; and Christopher Lubienski and Sarah Theule Lubienski, "Charter, Private, Public Schools and Academic Achievement: New Evidence from NAEP Mathematics," National Center for the Study of Privatization in Education, Teachers College, Columbia University, January 2006, p. 5.

²⁸ R. W. Rumberger and G. J. Palardy, "Does Segregation Still Matter? The Impact of Student Composition on Academic Achievement in High School," *Teachers College Record* 107, no. 9 (2005): 1999–2045.

²⁹ Heather Schwartz, *Housing Policy Is School Policy* (New York: The Century Foundation, 2010), <http://tcf.org/publications/2010/10/housing-policy-is-school-policy>.

³⁰ Carol Morello, "Suburbs Taking On More Diverse Look," *Washington Post*, May 9, 2010, C1.

³¹ See, for example, the 29 regional magnet schools overseen by the Regional School Choice Office in Hartford, <http://www.choiceeducation.org/>.

³² Some of the examples are drawn from Michael J. Petrilli, *The Progressive Parents' Dilemma* (forthcoming). Additional information on the charter schools highlighted in this paper comes from interviews with the schools' leaders: Jeremy Chiappetta (executive director of Blackstone Valley Prep, a Rhode Island Mayoral Academy), e-mail to Halley Potter, November 26, 2011, and phone interview with Halley Potter, November 30, 2011; Karen Dresden (head of school at Capital City Public Charter School), phone interview with Halley Potter, November 16, 2011; Brian C. Johnson (senior academic officer at Larchmont Schools), phone interview with Halley Potter, November 23, 2011; Allison Keil (co-director of Community Roots Charter School), phone interview with Halley Potter, December 15, 2011; Bill Kurtz (chief executive officer of DSST Public Schools), phone interview with Halley Potter, December 13, 2011; Jennifer Niles (founder and head of school at E.L. Haynes Public Charter School), phone interview with Halley Potter, December 19, 2011; and Larry Rosenstock (chief executive officer and founding principal of High Tech High and dean of the High Tech High Graduate School of Education), phone interview with Halley Potter, December 5, 2011.

³³ *Parents Involved in Community Schools v. Seattle School District #1*, and U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights, "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools," December 2, 2011, <http://www.justice.gov/crt/about/edu/documents/guidanceelem.pdf>. Like the *Parents Involved* decision on which it

is based, in addition to generally discouraging the use of individual student race as a factor in assignment, the Guidance also lists a number of different approaches that can be used to achieve racial and economic diversity without using the race of individual students. In discussing these approaches, the guidance goes slightly beyond the *Parents Involved* plurality, by suggesting that districts model or test race-neutral policies (such as purely socioeconomic factors) to see if they would achieve racial diversity, before moving on to use more race-conscious measures (like geographic weighting of neighborhoods based on their racial demographics, and so on).

³⁴ For example, Georgia prohibits the use of weighted lotteries in charter schools. “Frequently Asked Questions about Charter Schools,” State of Georgia Department of Education, http://www.doe.k12.ga.us/pea_charter.aspx?PageReq=CIIAPCharterFAQS. The federal Charter Schools Program does not allow charter schools to use weighted lotteries except “when they are necessary to comply with title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the equal protection clause of the Constitution, or applicable State law” or when used to give preference to “students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions.” Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance, U.S. Department of Education, April 2011, section E-3, <http://www2.ed.gov/programs/charter/nonregulatory-guidance.doc>.

³⁵ See the school profiles at the end of the report for information on how leaders at Larchmont Charter School set 42 percent as the school’s target.

³⁶ “Application for New Awards; Charter School Program (CSP); Grants for Replication and Expansion of High-Quality Charter Schools,” *Federal Register* 76, no. 133 (July 12, 2011): 40890–98, <http://federalregister.gov/a/2011-17490>.

³⁷ See The National Coalition on School Diversity, “Federally Funded Charter Schools Should Foster Diversity,” Issue Brief 2, March 2010, <http://www.school-diversity.org/pdf/DiversityIssueBriefNo2.pdf>.

ACKNOWLEDGMENTS

The authors would like to thank Philip Tegeler at the Poverty & Race Research Action Council; Saba Bireda, formerly at the Poverty & Race Research Action Council and now at EducationCounsel; Rachel Godsil at Seton Hall University School of Law; and James Ryan at the University of Virginia School of Law for their thoughtful contributions and feedback.

ABOUT THE AUTHORS

Richard D. Kahlenberg is a senior fellow at The Century Foundation and writes about education, equal opportunity, and civil rights. He is the author of books such as *All Together Now: Creating Middle-Class Schools through Public School Choice* (Brookings Press, 2001) and *Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race, and Democracy* (Columbia University Press, 2007) and is the editor of *The Future of School Integration: Socioeconomic Diversity as an Education Reform Strategy* (The Century Foundation Press, 2012), *Affirmative Action for the Rich: Legacy Preferences in College Admissions* (The Century Foundation Press, 2010), *Rewarding Strivers: Helping Low-Income Students Succeed in College* (The Century Foundation Press, 2010), and *Improving on No Child Left Behind: Getting Education Reform Back on Track* (The Century Foundation Press, 2008).

Halley Potter is a policy associate at The Century Foundation, specializing in education policy. She graduated summa cum laude from Yale University with a bachelor's degree in religious studies. Prior to joining The Century Foundation, Halley taught at a public charter elementary school in northeast Washington, D.C.

PRRAC

*Poverty & Race
Research Action Council*

1200 18th St. NW #200, Washington, DC 20036 • 202.906.8023 • 202.842.2885 (fax)

info@prrac.org • www.prrac.org

The logo for The Century Foundation, featuring the text "THE CENTURY FOUNDATION" in white serif font on a dark blue background with a lighter blue wavy line at the bottom.

THE CENTURY FOUNDATION

Headquarters: 41 East 70th Street • New York, NY 10021 • 212.535.4441 • 212.535.7534 (fax)

D.C. Office: 1333 H Street, NW • 10th floor • Washington, DC 20005 • 202.387.0400 • 202.483.9430 (fax)

info@tcf.org • www.tcf.org

SAMPLE: Summary of Typical Support Systems for a Student

Student Experience	Faculty Expectations	Resources
Level 5 - Students require all mainstream supports, plus special education to be prepared		
<ul style="list-style-type: none"> ✓ IEP with services ✓ Resource support ✓ Speech and language therapy ✓ Occupational therapy ✓ Hearing ✓ County mental health ✓ Modifications to program / curriculum 	<ul style="list-style-type: none"> ✓ Write PLOPs as needed ✓ Attend IEP meetings as needed ✓ Implement modifications / accommodations 	<ul style="list-style-type: none"> ✓ Resource specialist ✓ School psychologist ✓ Contracted therapists ✓ 15 to 20% of administrators' time
Level 4 - Students require level one, two, and three, plus level four mainstream supports to be prepared		
<ul style="list-style-type: none"> ✓ 504 plan with accommodations ✓ Extensive personal mentor support ✓ Grade level interventions / plans 		<ul style="list-style-type: none"> ✓ 10 to 15% of administrators' time ✓ Intervention documentation template ✓ 540 plan template and policy
Level 3 - Students required level one, level two supports, and level three mainstream supports to be prepared		
<ul style="list-style-type: none"> ✓ MARS ✓ Additional mentor support 	<ul style="list-style-type: none"> ✓ 8 to 12 hours of MARS sessions per intersession ✓ Email and phone contact with home 	<ul style="list-style-type: none"> ✓ Scheduled, coordinated time with students needing additional support ✓ Designated grading days
Level 2 - Students require level one program plus additional mainstream supports to be prepared		
<ul style="list-style-type: none"> ✓ Office Hours ✓ MASH ✓ Peer Tutoring 	<ul style="list-style-type: none"> ✓ Two hours of office hours per work ✓ MASH monitoring / supporting system ✓ Consistent expectations for delivery of work on time 	<ul style="list-style-type: none"> ✓ A clear system for supporting assignment completion, resulting in ability to plan classes accordingly ✓ Culture of revision and redemption
Level 1 - Students are prepared through basic mainstream program		
<ul style="list-style-type: none"> ✓ Daily classroom experience ✓ Illuminate posts ✓ Homework completion ✓ Regular Connections participation ✓ PLP development and annual meeting ✓ Final exam review sessions ✓ Independent Learning 	<ul style="list-style-type: none"> ✓ Course content is CA standards based or common core based ✓ Student centered pedagogy ✓ Vertically and interdisciplinary planned curriculum for skill development – includes spiraling ✓ Differentiated instruction ✓ All students are engaged (talking about and manipulating content 90% of each class period) ✓ Homework is limited to 30 minutes per day per class ✓ Homework is meaningful and extends learning ✓ Longer assignments are chunked with frequent checks ✓ 100% extended time for all on tests and exams ✓ No more than one mastery in total schedule / per day ✓ Connections teaches academic literacy skills ✓ Extensive scaffolding is used to support skill development ✓ No assigned work during vacation ✓ Students are assessed using multiple modes ✓ Assessments are designed to allow students to demonstrate mastery of course content standards ✓ SDAIE methodology ✓ Common behavior norms / expectations with consistent follow-through 	<ul style="list-style-type: none"> ✓ 38 days for professional development, collaborative planning and student logistics ✓ 2 hours of common planning time with vertical team daily ✓ 1 hour grade level team meetings weekly ✓ 4 sections only ✓ Class size of 27 ✓ 1 prep only ✓ 110 students max ✓ Looping and/or teaching same subject two or more years in a row ✓ Uninterrupted teaching time (no assembly schedules, minimum days, announcements, etc...) ✓ Peer coaching ✓ Induction mentors ✓ Existing / developed curriculum for each course (available to all) ✓ 25% time administrator for connections coordination ✓ Existing / developed curriculum for connections ✓ Personalize Educator Plans (PEPs) connected to professional development ✓ Decision-making authority in school policy and procedure

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

Grade-Level Intervention Plan

Last Name:	First Name:	Grade:
Parent(s) Name:	Phone:	Date:

1) Reason for Intervention:

2) Student input:

3) Teacher input:

4) Parent input:

Student will do	School will provide

Date of Review	Teacher Initiating Review:
-----------------------	-----------------------------------

Signatures:

Parent _____ Date _____ Parent _____ Date _____
 Student _____ Date _____ Teacher _____ Date _____
 Teacher _____ Date _____ Teacher _____ Date _____
 Teacher _____ Date _____ Other _____ Date _____

Evaluation of Intervention

Last Name:	First Name:	Initial Date:	Evaluation Date:
-------------------	--------------------	----------------------	-------------------------

1) Success of the plan:	<input type="radio"/> Successful	<input type="radio"/> Partially Successful	<input type="radio"/> Unsuccessful
--------------------------------	---	---	---

2) Rationale for decision (describe the evidence used to make decision):

3) Determination of next step:

Person contacting Parent:	Conversation Log:
----------------------------------	--------------------------

Signatures:

Teacher _____ Date _____ Teacher _____ Date _____

Teacher _____ Date _____ Teacher _____ Date _____

Teacher _____ Date _____ Other _____ Date _____

Anticipated Timeline for Application to and Membership in a SELPA

Immediately following the approval of the Charter Petition (estimated date August 2012 - January 2013)

- 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 that 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.

SAMPLE: Summit Public Schools 504 Board Policy**Board Policy # _____****IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504**

The Board of Directors of Summit Public Schools 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 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 Summit Public Schools does not assess

a student after a parent has requested an assessment, Summit Public Schools 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. Summit Public Schools shall periodically review the student's progress and placement.

Summit Public Schools will implement this policy through its corresponding Procedure.

SAMPLE: Summit Public Schools 504 Procedures**Board Procedure#_____****IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504****A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by the Summit Public Schools
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, Joe Bielecki 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 610-554-4937.

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 Joe Bielecki, 504 Coordinator c/o Summit Public Schools, 455 5th Avenue, Redwood City, CA 94063. 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 El Dorado 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 **Joe Bielecki** c/o The Summit Institute, **455 5th Avenue, Redwood City, CA 94063** with any questions regarding the information contained herein.

2011 -12 Accountability Progress Reporting (APR)

School Report - Base API, Ranks, and Targets

2011 Base

Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/14/2012



[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

School: Everest Public High
LEA: SBE - Everest Public High
County: San Mateo
CDS Code: 41-76588-0119503
School High
Type:

Direct Funded Charter School: Yes

(An LEA is a school district or county office of education.)

2011 Statewide Rank: 9 **2011 Similar Schools Rank:** 10

	Number of Students Included in 2011 API	Numerically Significant	2011 Base	2011-12 Growth Target	2012 Target
Schoolwide	191		829	A	A
Black or African American	8	No			
American Indian or Alaska Native	3	No			
Asian	11	No	909		
Filipino	3	No			
Hispanic or Latino	73	Yes	768	5	773
Native Hawaiian or Pacific Islander	4	No			
White	77	Yes	900	A	A
Two or More Races	1	No			
Socioeconomically Disadvantaged	64	Yes	758	5	763
English Learners	41	No	712		
Students with Disabilities	38	No	722		

2011 -12 Accountability Progress Reporting (APR)

School Report - Base API, Ranks, and Targets

2011 Base

Academic Performance Index (API) Report

California Department of Education
Analysis, Measurement, &
Accountability Reporting Division
6/14/2012



[DataQuest home](#) > [Select School](#) > [School Reports](#) > Current Page

2011 Base API Links:

School: **Summit Preparatory Charter High**

LEA: Sequoia Union High

County: San Mateo

CDS Code: 41-69062-0112722

School Type: High

Direct Funded Charter School: Yes

(An LEA is a school district or county office of education.)

2011 Statewide Rank: 9 **2011 Similar Schools Rank:** 9

	Number of Students Included in 2011 API	Numerically Significant	2011 Base	2011-12 Growth Target	2012 Target
Schoolwide	309		853	A	A
Black or African American	15	No	857		
American Indian or Alaska Native	1	No			
Asian	15	No	917		
Filipino	4	No			
Hispanic or Latino	148	Yes	784	5	789
Native Hawaiian or Pacific Islander	13	No	820		
White	113	Yes	932	A	A
Two or More Races	0	No			
Socioeconomically Disadvantaged	137	Yes	778	5	783
English Learners	103	Yes	755	5	760
Students with Disabilities	11	No	786		

**BYLAWS
OF
SUMMIT PUBLIC SCHOOLS**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Summit Public Schools.

**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 Summit Public Schools (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;¹
- 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

¹ 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.

conference call.²

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:

- 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

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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 may have a site level governance council (“Governance Council”) which may be charged with some of the operational responsibilities of its respective school site.

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 Summit Public Schools 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 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Summit Public Schools, 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.

Diane Tavenner, Secretary

SUMMIT PUBLIC SCHOOLS**CONFLICT OF INTEREST CODE****I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., Summit Public Schools 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 Summit Public Schools and SPS: Denali (“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 Summit Public Schools. All Statements shall be supplied by Summit Public Schools. All Statements shall be filed with Summit Public Schools. Summit Public Schools’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 Summit Public Schools 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. Consultants¹

- 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

¹ Summit Public Schools 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. Summit Public Schools’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.

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 9th 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 High School Sample of Faculty Education

Name	Assignment	Grade	Undergraduate	Masters in Ed	Other Degrees
English Language Arts					
Jessica Rice	9 th grade English	9	Santa Clara State University (<i>English</i>)	Stanford	
Micah Morris	10 th grade English	10	San Francisco State University (<i>English Literature/Classics</i>)	Stanford	
Lily Lam	AP English Language	11	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>)
History / Social Science					
Shilpa Duvoor	World Studies 1	9	Williams College (<i>Political Science</i>)	Stanford	
Bobby Cupp	World Studies 2	10	University of California, Berkeley (<i>American Studies</i>)	Stanford	
Chris Kelly	AP US History/AP US Gov 1	11	San Francisco State University (<i>Radio & Television Production/ Minor in Business</i>)	San Francisco State	
Shannon Sieckert	AP US History/AP US Gov 2	12	California State University Stanislaus (<i>History</i>)		
Mathematics					
Kieran McMillan	Algebra 1	9	Duke University (<i>Public Policy/ Minor in Economics</i>)	Stanford	
Geetha Lakshminarayanan	Geometry	9	University of Michigan (<i>American Culture</i>)	Stanford	
Trevor Gibson	Algebra II	10	Santa Clara University (<i>English</i>)	Stanford	
Mark Spong	Pre-Calculus	11	Harvard (<i>Mathematics</i>)	Harvard	
Maura Dudley	AP Statistics	12	The Johns Hopkins University (<i>Applied Mathematics and Statistics</i>)	Stanford	
Julian Cortella	AP Calculus	12	University of California, Berkeley (<i>Mechanical Engineering</i>)	Stanford	Northwestern University <i>Masters in Mechanical Engineering</i>
Science					
Kari Brown	Physics	9	University of California, Davis (<i>Physics</i>)	Claremont Graduate	

Name	Assignment	Grade	Undergraduate	Masters in Ed	Other Degrees
				University	
Melissa Barger	Biology	10	Dartmouth College (<i>Biology</i>)	Stanford	
Howard Shen	Chemistry	11	Stanford (<i>Chemistry/Computer Science</i>)	Stanford	
Wren Larson	AP Environmental Science	12	Duke University (<i>Biology and English</i>)	Stanford	
Spanish					
Allison Weir	Spanish 1-2	9-10	University of Illinois in Champaign/Urbana (<i>Spanish/Education</i>)		
Alara MacGillivray	Spanish 3-4	10-11	Sonoma State University		
Bjorn Wickstrom	Spanish for Native Speakers 1-2	9-11	Davidson College (<i>Spanish/Political Science</i>)	Stanford	
Jose Alcala	AP Spanish Language AP Spanish Literature	10-12	Notre Dame de Namur University (<i>Spanish/Liberal Studies</i>)		
Special Education					
Andrew Lichtblau	Resource Specialist	12	University of Wisconsin-Madison (<i>Special Education</i>)		
Renee Moyer	Resource Specialist	9	Northwestern University (<i>Journalism/Political Science</i>)	Alabama	
Administration					
Ann Howland	Registrar		College of San Mateo (<i>Computer technology</i>)		City College San Francisco (AS Nursing)
Bryant Wong	Director of Technology		Golden Gate University (<i>Computer Information Systems</i>)		University of San Francisco (MBA)
Charlotte Lum	Director of Professional Development		Stanford University (<i>Biological Sciences</i>)	Stanford	
Kelly Garcia	Dean of Students (Admissions and College)	11	Stanford University (<i>History</i>)	Harvard	
Roger Zamora	Director of Operations	10	St Mary's College of California (<i>Politics</i>)		
Todd Dickson	Executive Director		University of Denver (<i>Engineering</i>)	Stanford	Cornell (<i>MS Electrical Engineering</i>)
Elana Feinberg	Director of College Readiness	9	Barnard College, Columbia University (<i>Political Science</i>)	Stanford	

Role of the Summit Public Schools 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



summit
public schools

**Employee Handbook
2013-2014**

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE Director of People.

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 Summit Public Schools or its individual schools's (referred collectively throughout this document as "SPS") 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 SPS. 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 SPS.

I understand that other than the Board of SPS, 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 SPS.

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE Director of People.

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 SPS. 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 SPS.

I understand that other than the Board of SPS, 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 retain this copy for your records.

TABLE OF CONTENTS

Page

INTRODUCTION TO HANDBOOK

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

Employment At-Will

Policy Against Unlawful Harassment

Whistleblower Policy

Drug-Free Workplace

Confidential Information

Conflict of Interest

Smoking

THE WORKPLACE

Work Schedule

Meal Periods

Attendance and Tardiness

Time Cards/Records

Use of E-Mail, Voicemail and Internet Access

Personal Business

Employee Blogs

Personal Appearance/Standards of Dress for Faculty Members

Health and Safety Policy

Criminal Background Checks

Tuberculosis Testing

Security Protocols

Occupational Safety

Accident/Incident Reporting

Reporting Fires and Emergencies

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

Overtime Pay

Paydays

Wage Attachments and Garnishments

Medical Benefits

COBRA Benefits

PERSONNEL EVALUATION AND RECORD KEEPING

Employee Reviews and Evaluations

Personnel Files and Record Keeping Protocols

HOLIDAYS AND LEAVES

Holidays

Personal Days

Unpaid Leave of Absence

Sick Leave

Family Care and Medical Leave

Pregnancy Disability Leave

Industrial Injury Leave (Workers' Compensation).....

Military and Military Spousal Leave of Absence

Bereavement Leave

Jury Duty or Witness Leave.....

Voting Time Off.....

Returning From Leave of Absence

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

Off-Duty Conduct.....

Termination of Employment.....

INTERNAL COMPLAINT REVIEW

AMENDMENT TO EMPLOYEE HANDBOOK

APPENDIX A - HARASSMENT COMPLAINT FORM

APPENDIX B - INTERNAL COMPLAINT FORM

INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Summit Public Schools, Summit Public School Rainier, Summit Public School Tahoma and Everest Public High School (hereinafter referred to “SPS”). 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 SPS. 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 SPS 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 SPS 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. SPS 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 SPS policy. Any such modification *must* be in writing.

This Handbook is the property of SPS, and it is intended for personal use and reference by employees of SPS. Circulation of this Handbook outside of SPS requires the prior written approval of the Director of People.

Employees must sign the acknowledgment form at the back of this Handbook, tear it out, and return it to the Director of People. This will provide SPS with a record that each employee has received this Handbook.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

SPS is an equal opportunity employer. It is the policy of SPS 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, SPS 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 an SPS 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. SPS 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. SPS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, SPS will make the accommodation.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of SPS that all employees are considered “at-will” employees of SPS. Accordingly, either SPS 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, SPS memoranda or other materials provided to employees in connection with their employment shall require SPS to have “cause” to terminate an employee or otherwise restrict SPS’s right to release an employee from their at-will employment with SPS. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict SPS’s right to terminate at-will. No SPS 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 SPS that are not consistent with SPS’s policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, SPS 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

SPS is committed to providing a work and educational atmosphere that is free of unlawful harassment. SPS'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. SPS will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which SPS does business with. This policy applies to all employee actions and relationships, regardless of position or gender. SPS 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 SPS.

SPS 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 work 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 Director of People. 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.

SPS 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

SPS requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within SPS. As representatives of SPS, 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 SPS has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of SPS to raise serious concerns about the occurrence of illegal or unethical actions within SPS before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of SPS have a responsibility to report any action or suspected action taken within SPS that is illegal, unethical or violates any adopted policy of SPS. Anyone reporting a violation must act in good faith, without malice to SPS or any individual at SPS 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

SPS 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 SPS 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 Director of People, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, SPS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Smoking

SPS 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 Immediate supervisor 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 SPS'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 Immediate supervisor 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 Immediate supervisor 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 SPS. Absence for more than three (3) consecutive days without notifying the Immediate supervisor will be considered a voluntary resignation from employment.

Time Cards/Records

By law, SPS is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall keep be required to utilize SPS'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 SPS 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 Immediate supervisor to make the correction and such correction must be initialed by both the employee and the Immediate supervisor.

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 SPS.

Use of E-Mail, Voicemail and Internet Access

SPS 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. SPS staff will not enter an employee's personal E-mail files or voicemail unless there is a business need to do so. SPS retains a copy of all passwords; passwords unknown to SPS may not be used. System security features, including passwords and delete functions, do not neutralize SPS's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

Personal Business

SPS's facilities for handling mail and telephone calls are designed to accommodate SPS 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 SPS 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:

- SPS 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 SPS;
- Employees may not use SPS's logos, trademarks and/or copyrighted material and are not authorized to speak on SPS's behalf;
- Employees are not authorized to publish any confidential information maintained by SPS;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing SPS, the employee's supervisors, co-workers and competitors;
- Employees must comply with all SPS policies, including, but not limited to, rules against sexual harassment and retaliation

SPS reserves the right to take disciplinary action against any employee whose blog violates this or other SPS policies.

Personal Appearance/Standards of Dress for Faculty Members

We believe 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.

SPS 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 work and educational environment. All clothing must be clean and in good repair. .
- 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 Immediate supervisor.
- 3) Clothing should cover undergarments, and should be worn such that it is neither distracting nor unprofessional.
- 5)
- 6) For safety purposes, jewelry and other adornments should be worn such that they do not create a safety hazard. Employees wearing jewelry and other adornments should be aware of their surroundings and remove such items if the circumstances warrant (i.e., near flames or moving machinery).

- 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

SPS is committed to providing and maintaining a healthy and safe work environment for all employees.

You are required to know and comply with SPS's General Safety Rules and to follow safe and healthy work practices at all times. You are required to report immediately to the Immediate supervisor any potential health or safety hazards, and all injuries or accidents. SPS expects all employees to indicate if they do not have the necessary training to operate equipment or to handle hazardous materials; SPS will either arrange for such training or reassign such duties to appropriately trained personnel.

In compliance with Proposition 65, SPS 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 SPS will be required to submit to a background criminal investigation. No condition or activity will be permitted that may compromise SPS's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at SPS include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with SPS, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Director of People.

Tuberculosis Testing

All employees of SPS 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 SPS 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 SPS 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

SPS 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 Immediate supervisor. 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 Immediate supervisor when keys are missing or if security access codes or passes have been breached.

Occupational Safety

SPS is committed to the safety of its students, employees, vendors, contractors and the public..

The prevention of accidents is the responsibility of every SPS 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 SPS that accident prevention shall be considered of primary importance in all phases of operation and administration. SPS'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 SPS 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 SPS 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 and the appropriate cell phone emergency numbers (San Mateo County is 650-364-1313, San Jose is 408-277-8911).

EMPLOYEE WAGES AND HEALTH BENEFITS

Payroll Withholdings

As required by law, SPS 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 SPS. In lieu of Social Security, SPS 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 Director of People 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 Director of People. 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 Director of People 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. SPS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Immediate supervisor. SPS 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 Director of People.

Wage Attachments and Garnishments

Under normal circumstances, SPS 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 SPS, by law, to withhold part of your earnings in their favor.

You are strongly encouraged to avoid such wage attachments and garnishments. If SPS is presented a second garnishment request concerning you, the Director of People 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 SPS or if you are a part time employee who works a minimum of thirty (30) 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. Your enrollment form must be submitted to the Director of People 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 SPS'S HEALTH PLAN ENDS, YOU OR YOUR DEPENDENTS MAY CONTINUE COVERAGE IN SOME SITUATIONS.

When your coverage under SPS'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 SPS'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.

SPS 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 SPS within 30 days of the event. SPS 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;
- SPS 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 employee's supervisor. Performance evaluations will be conducted annually, on or about the anniversary date of your employment with SPS. 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 Performance Evaluation Plan document will be used to communicate the official written 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 will influence but do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of SPS and depend upon many factors in addition to performance as noted on the PEP. 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 your immediate supervisor, and that you are aware of its contents.

Your salary and your potential for advancement will be based largely upon your job performance. On a periodic basis, the Immediate supervisor will review your job performance with you in order to establish goals for future performance and to discuss your current performance. SPS's evaluation system will in no way alter the at-will employment relationship.

Employees will also be eligible for variable compensation payments, which are based on performance of certain objectively-measured tasks to be determined prior to the beginning of each performance period. Variable compensation payments are specifically tied to the performance of specific tasks, and do not generally have an impact on the employee's overall performance review.

Personnel Files and Record Keeping Protocols

At the time of your employment, a personnel file is established for you. Please keep the Director of People 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 SPS 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 SPS representative, at a mutually convenient time. You may add your comments to any disputed item in the file. SPS will restrict disclosure of your personnel file to authorized individuals within SPS. A request for information contained in the personnel file must be directed to the Director of People. Only the Director of People or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will

be limited. However, SPS 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

In conjunction with this employee handbook, each employee will be issued a summary of holidays, vacation and personal days. Please refer to this summary.

Holidays

The school calendar reflects any and all holidays observed by SPS. 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.
 - Please refer to the position summary for a summary of holidays and vacation days

- 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.

Please refer to the position summary for number of personal days.

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

SPS recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, SPS may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by SPS.

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. SPS will not tolerate abuse or misuse of your sick leave privilege.

SPS 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 SPS 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 SPS will be required before SPS honors any sick pay requests. SPS 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 SPS.

Family Care and Medical Leave

This policy explains how SPS complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require SPS 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 SPS 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 SPS, 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 SPS'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, SPS’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 SPS’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 SPS’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 SPS 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, SPS will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

SPS 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 SPS. 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 SPS has reason to doubt the medical certification supporting a leave because of the employee’s own serious health condition, SPS may request a second opinion by a health care provider of its choice (paid for by SPS). If the second opinion differs from the first one, SPS 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 SPS’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 SPS'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 SPS 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, SPS 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, SPS 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 SPS'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), SPS 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, SPS 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 SPS.
- **Limitations on Reinstatement**
 1. SPS may refuse to reinstate a “key” employee if the refusal is necessary to prevent substantial and grievous injury to SPS’s operations. A “key” employee is an exempt salaried employee who is among the highest paid 10% of SPS’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 SPS determines that substantial and grievous injury to SPS’s operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, SPS 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 SPS to suffer substantial and grievous injury. If SPS 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 SPS’s written permission. An employee who accepts such employment will be deemed to have resigned from employment at SPS.

Pregnancy Disability Leave

This policy explains how SPS complies with the California Pregnancy Disability Act, which requires SPS 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. SPS 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 SPS’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, SPS 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 SPS 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 SPS. 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 SPS'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 SPS'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, SPS 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, SPS 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 SPS'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, SPS 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, SPS 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 SPS.

- Employment during Leave

An employee on pregnancy disability leave may not accept employment with any other employer without SPS's written permission. An employee who accepts such employment will be deemed to have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

SPS, 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 SPS 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 SPS's policy that when there is a job-related injury, the first priority is to insure that the injured employee receives appropriate medical attention. SPS, 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 SPS'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 Immediate supervisor and to the individual responsible for reporting to SPS'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 SPS'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 SPS's approved medical facility before returning to work.
- Any time there is a job-related injury, SPS's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

SPS 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, SPS 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.

SPS 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.

SPS 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 SPS 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, SPS 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 Immediate supervisor 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 Director of People thirty (30) days notice before returning from leave. Whenever SPS is notified of an employee's intent to return from a leave, SPS 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 SPS. This list of prohibited conduct is illustrative only and applies to all employees of SPS; other types of conduct that threaten security, personal safety, employee welfare and SPS'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 SPS. If an employee is working under a contract with SPS 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 SPS 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 SPS property.
5. Fighting or instigating a fight on SPS premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on SPS premises.
8. Gambling on SPS 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 SPS premises without prior written approval of management, unless posting is on a SPS 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. Refusal to speak to supervisors or other employees.
23. Dishonesty.
24. Any other conduct detrimental to other employees or SPS's interests or its efficient operations.

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 SPS does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with SPS legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect SPS or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects SPS's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by SPS, employees are expected to devote their energies to their jobs with SPS. 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 SPS.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with SPS.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with SPS.
- Additional employment that requires the employee to conduct work or related activities on SPS's property during the employer's working hours or using SPS's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of SPS.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to SPS explaining the details of the additional employment. If the additional employment is authorized, SPS assumes no responsibility for it. SPS 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 SPS, please notify the Immediate supervisor 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 SPS. 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 SPS the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Director of People or the SPS 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 Director of People or SPS Board Chairman 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.

SPS 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 Director of People 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 Director of People or SPS Board Chairman.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of SPS in effect at the time of publication.

SPS 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 SPS 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 SPS may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of SPS, you may file this form with the Director of People or SPS Board Chairman.

Please review SPS's policies concerning harassment for a definition of harassment and a description of the types of conduct that are considered to be harassment.

SPS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, SPS will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, SPS 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 SPS 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 SPS will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by SPS 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):

I acknowledge that I have read and that I understand the above statements. I hereby authorize SPS 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 SPS 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 SPS:

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 SPS: Denali. A reference document may be *The Role of the Summit Public Schools 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 SPS: Denali 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 SPS: Denali'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: SPS: Denali Goals & Initiatives for Next Performance Period

- With your advisor, identify with which SPS: Denali Goals & Initiatives your goals should most closely align.
- In priority order, list at least 3 of these SPS: Denali Goals & Initiatives.

SPS: Denali Goals & Initiatives

We will look through the SPS: Denali 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 SPS: Denali 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 SPS: Denali 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 4th, design a usable mathematics skills matrix and an assessment on those skills for identifying skill deficiencies in SPS: Denali students*
3. *By July 30th, ____% 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 SPS: Denali 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 28th, 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 30th, 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 1st 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> - <i>gather data on 3 assessments by 12/30/07</i> - <i>compile analyze data by 2/15/08</i></p>	

- 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 SPS: Denali 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 11th grade leadership team the 11th grade Study Trip
Develop and implement 11th 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

- SPS: Denali 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"> • E-learning Programs • Instructor-led Courses • Selected Readings • Professional Conferences 	Activities such as: <ul style="list-style-type: none"> • On-the-job Tasks • Special Assignments • Cross-functional Projects • Provide Mentoring or Coaching • Teach • Deliver Presentations 	Activities such as: <ul style="list-style-type: none"> • Seek Feedback • Develop a Peer Network • Join Professional Organizations • Find / work with a Mentor • Find / work with a Coach • Shadowing • Visibility Opportunities

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
Skill: Pedagogy (Differentiation) Description: Improve all 6 units with following structures: new PPOWs, Task Cards, Performance Based Assessments (Motion, Thermodynamics)	Education/Experience/Exposure: 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
Skill: Content Knowledge Description: Improve overall content knowledge, especially related to which concepts high school students struggle to learn and strategies to avoid	Education/Experience/Exposure: 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)
Skill: Mentor Role Description: Improve ability to connect with mentees and help to develop the character and emotional health of students	Education/Experience/Exposure: 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 SPS: Denali (implement plan by Fall 2007)
Skill: Leadership Skills / Management Skills Description: Gain more experience in leadership roles	Education/Experience/Exposure: 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.

SAMPLE: Summit Public Schools Health and Safety Policies

This appendix contains a set of health and safety policies adopted by Summit Public Schools 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

Denali shall comply with the applicable provisions of the Education Code, including Sections 44237, 44830.1 and 45125.1.

It is the policy of SPS: Denali to require fingerprinting and background checks for its employees as required by law prior to employment at Summit Public Schools. 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 Summit Public Schools 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.

Summit Public Schools 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. SPS: Denali 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 SPS: Denali 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

Summit Public Schools 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 SPS: Denali 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.

Summit Public Schools Emergency Plan

IMPORTANT INFORMATION

Emergency:	Dial 911
Daly City Police Department non-emergency phone number:	(650) 991-8119
Daly City Fire Department non-emergency phone number:	(650) 368-1421
San Mateo Sheriff's Office Search and Rescue:	(650) 363-4012
Jefferson Union High School District Office:	(650) 550-7900
American Red Cross (Burlingame):	(650) 259-1750
Seton Medical Center	(650) 992-4000
PG&E phone number:	24-hour number: (800) 743-5000
Daly City Public Works (water maintenance and repair):	(650) 991-8038

TABLE OF CONTENTS

Procedure to call 911	18
Staff Instructions	18
Family Information	18
Preparing for an Earthquake	18
Preparing for a Fire	19
Preparing for Evacuation.....	19
Preparing for a Chemical Accident.....	19
Preparing School Site for Disaster	19
Staff's Checklist.....	Error! Bookmark not defined.
Hazard Assessment of School Site	19
Emergency Backpack for Classroom	20
Individual Student Emergency Kits.....	21
Procedure to Evacuate a School Site.....	21
Emergencies.....	23
Air pollution episode.....	23
Bomb threats.....	23
Chemical accident (offsite).....	24
Chemical accident (onsite)/threat of explosion	24
Criminal act.....	25
Explosion	25
Fire (onsite).....	25
Threatening individuals	26
Earthquake.....	27
During an earthquake.....	27
After the earthquake.....	27
Post-earthquake.....	28
Earthquake supplies.....	28
Emergency Response Teams	32
Emergency operations center team.....	33
Search and rescue team	33
First aid team	34
Security / damage assessment team.....	35
Student release team.....	36
Support team	37

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
- 43 of 59 pages
- 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

Summit Public Schools 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 Summit Public Schools 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. Summit Public Schools 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

Table of Contents

- I. Screening and Selection for Work with Students
 - A. New Personnel
 - B. Existing Personnel

- II. Training Requirements
 - A. General Training Requirements
 - B. Additional Training Requirements

- III. Conduct with Students
 - A. General Conduct
 - B. Physical Contact
 - C. Discipline Procedures

- IV. Supervision of Programs
 - A. General Monitoring
 - B. Facility Monitoring

- V. Reporting of Problems
 - A. Reporting of *Inappropriate Behaviors* with Students

- VI. Progressive Discipline
 - A. Procedures

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 **SPS: Denali** offices.

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 Summit Public Schools 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

1. 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.

2. All Personnel are required to complete basic abuse prevention training within 30 days of beginning work with students.
3. All personnel are required to complete additional abuse prevention training every two years.
4. Documentation of training is maintained in personnel files.

B. Additional Training Requirements

1. Personnel who are responsible for screening and selecting Personnel to work with students are required to complete specialized training in screening and selection.
2. 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 **SPS: Denali**. For clarification of any guideline or to inquire about behaviors not addressed here, contact the Principal of **SPS: Denali**.

A. General Conduct

1. 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.
2. Personnel will report unmanageable or unusual behavior of students to parents or legal guardians as soon as possible.
3. 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.
4. 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:
 - a. With the exception of emergency situations or for medical need, students should never be transported without written permission.
 - b. Students should be transported directly to their destination. No unauthorized stops should be made.

- c. Personnel will avoid unnecessary and/or inappropriate physical contact with students while in vehicles.
 - d. Drivers who are assigned to transport students must be at least 21 years old.
 - e. Transportation logs will be utilized at all times.
 - f. Whenever possible, Personnel should endeavor to utilize two adults when transporting.
5. 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.
 6. 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.
 7. 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.
 8. 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 Summit Public Schools. Personnel are not permitted to discuss their own sexual activities with students.
 9. All Personnel, including personnel under the age of 18, will maintain appropriate boundaries when in positions of power with program participants.
 10. Personnel will refrain from intimate displays of affection towards others in the presence of students, parents, and other personnel.
 11. 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.
 12. Personnel will never be rude or inappropriately dressed in presence of students. Personnel must be well groomed and appropriately dressed at all times.
 13. Personnel are prohibited from possessing any sexually oriented or morally inappropriate printed materials (magazines, cards, videos, films, clothing, etc) on **SPS: Denali** property or in the presence of students.

14. Personnel are prohibited from viewing or downloading any sexually oriented or morally inappropriate internet materials on **SPS: Denali** property or in the presence of students.
15. 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.
16. 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 **SPS: Denali**, 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 **SPS: Denali** activity.

B. Physical Contact

Summit Public Schools has implemented 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 **SPS: Denali** 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 SPS: Denali 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.
- SPS: Denali office will maintain up to date list of approved SPS: Denali 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 required 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 SPS: Denali 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. SPS: Denali 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 **SPS: Denali** 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 **SPS: Denali** policies and how well their performance meets expectations.

2. When Personnel performance or conduct does not meet expectations of **SPS: Denali**, 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 **SPS: Denali** discipline policy for further details.

Student Recruitment Plan for 2012-2013

We seek to recruit and enroll students from the following three K-8 districts and 18 schools from which the Northern Santa Clara County/101- Corridor draws its students.

1. Palo Alto Unified
 - a. Ohlone Elementary
 - b. Palo Verde Elementary
 - c. Fairmeadow Elementary
 - d. Herbert Hoover Elementary

2. Mountain View – Whisman Elementary
 - a. Monta Loma Elementary
 - b. Crittenden Middle
 - c. Theuerkauf Elementary
 - d. Mariano Castro Elementary
 - e. Stevenson Elementary
 - f. Edith Landels Elementary
 - g. Isaac Newton Graham Middle

3. Sunnyvale Elementary
 - a. Vargas Elementary
 - b. Bishop Elementary
 - c. Columbia Middle
 - d. Ellis Elementary
 - e. San Miguel Elementary
 - f. Lakewood Elementary
 - g. Fairwood Elementary

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 18 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 2013 opening is as follows:

November	Weeknight	location based on availability
December	Weeknight	location based on availability
January	Weeknight	location based on availability
February	Saturday	location based on availability

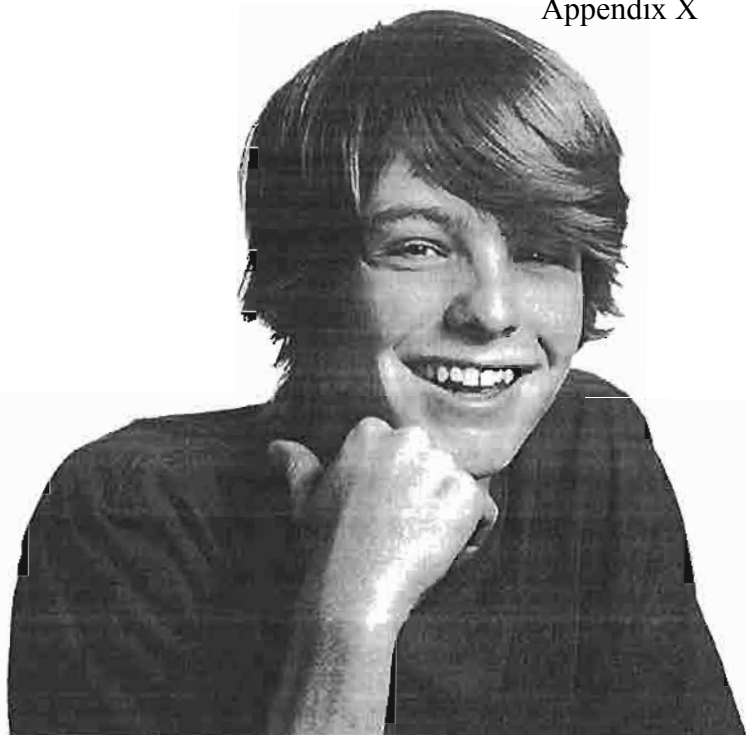
Each Open House will include a presentation that provides a detailed description of the school and its program. Participants will have an opportunity to ask questions in a large group setting and on a more individual basis. Participants will be given an application for admission and extensive written 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 8th 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 Jefferson Union High School District's 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 2013-2014 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 2013-2014 school year.



Summit Model Schools COLLEGE FOCUSED,
CHARACTER DRIVEN, COMMUNITY SUPPORTED

- SUMMIT PREPARATORY CHARTER HIGH SCHOOL •
- EVEREST PUBLIC HIGH SCHOOL • SUMMIT SAN JOSE – RAINIER AND TAHOMA •



Public, Tuition-Free Charter School

What is a charter school?

A charter school is a newer form of public school that may be started and operated by individuals or organizations from outside of the traditional school district system. Charter schools have increased flexibility to adapt to the educational needs of individual children, make timely decisions about developing curriculum, structure the school day, and hire teachers who meet the needs of their students. In exchange for this increased freedom, charter schools are held more strictly accountable than most non-charter public schools. Charter schools must meet all of the student performance and operational goals listed in the charter, or the charter may be revoked. Our schools have succeeded in meeting student performance and operational goals every single year, and it is the expectation that all Summit model schools will do the same.

The charter school reform concept is part of a larger effort to fundamentally change the structure of the public education system in an effort to:

- Provide quality public education choices for families
- Enable change-oriented educators to establish and operate new, innovative schools
- Provide increased competition within the public education sector

What does it mean to be tuition-free?

As public schools, Summit-model schools are free of charge to students who want to attend. There are no fees associated with enrolling in the schools. All students receive a rigorous, college-preparatory education at no cost to them or their families. Public charter schools are required to be tuition-free because they are funded in the same manner as public schools. In California, the state allocates an annual set minimum amount to educate each public school student, and that amount

follows the student to whichever public school s/he attends. Therefore, charter schools receive state and local funding in a per student allotment.

Small and Personalized Education

What is a small school?

A small school is an educational institution that enrolls fewer students than a traditional comprehensive school. However, it is also a school that is autonomous; where the school community retains the authority to make decisions affecting the important aspects of the school. In addition small schools are focused rather than comprehensive and above all they are personal. In small schools every single child is known by every single faculty member and there is a tremendous emphasis placed on developing a personalized approach to each individual student's education.

At Summit-model schools there is/are:

- An enrollment goal of 400 total students
- 100 students per grade resulting in classes of no more than 25 students
- Mentor groups of no more than 18

How does this small size allow for a personalized approach to education?

A smaller school allows each student to develop and sustain significant relationships with teachers and other faculty members. In classes it is impossible for students to be invisible because teachers tailor instruction to the specific needs of the students. Additionally, faculty members know the strengths, areas for growth, and interests of the students, and are able to support learning in the most appropriate and beneficial ways. In an effort to ensure that all students reach their academic and personal goals, consistent, relevant, and personalized support is seamlessly integrated into every student's day when they attend a Summit-model school.



At Summit-model schools there is / are:

One trained faculty mentor who individually supports 18 or fewer students

Personalized learning plans (PLPs) created by the student, their faculty mentor, and parents. PLPs prompt students to set goals, focus on utilizing personal strengths, develop in areas of weakness, and examine priorities

A weekly Connections course that teaches students critical skills required for success in and out of school

A school day that includes up to three hours of Independent Learning. This time can be spent completing home work, receiving peer or adult tutoring or participating in study groups

Guaranteed College Preparation

What is guaranteed college preparation?

The goal of every Summit-model school is for all students to be accepted to at least one four-year college or university. The primary reason for students in California to not be accepted to college is their failure to complete required courses with at least a C- grade. Therefore, Summit-model schools incorporate curricular aspects that develop students to enter college with the academic skills and character traits needed to enable their success: intellectual curiosity, creative expression, critical thinking, value-based reasoning, and awareness and empathy for other people and cultures, beliefs, and ways of life.

Are there opportunities for activities and extra-curriculars?

Participation in extra-curricular activities is essential to developing a well-rounded student. It is also an extremely important component of the college application. College applicants are most attractive when they have a strong academic record and demonstrate a sustained commitment to select extra-curricular activities.

At Summit-model schools there is a focus on developing happy, healthy students who have a well-balanced lifestyle that mixes academic classes with personal passions and enjoyable extra-curriculars. The majority of these activities are driven by student interest and demand. The philosophy at Summit model schools is to embrace student leadership and initiative. Students can expect the full support of the faculty in their interests and endeavors. Many of the activities and extra-curriculars take the form of intersession classes, clubs, committees, athletic teams, and organized social occasions.

Essential Elements of a Good School

This is a very good example of a school that has achieved the goal of being a Summit-model school. There are a lot of great things going on here that exist in schools in which all children succeed. Summit-model schools embody all ten features and continually work towards achieving them at the highest level.

- 1 Personalization
- 2 Continuous Relationships
- 3 High Standards & Performance-Based Assessment
- 4 Authentic Curriculum
- 5 Adaptive Pedagogy
- 6 Multicultural and Anti-Racist Teaching
- 7 Knowledgeable and Skilled Teachers
- 8 Collaboration Planning & Professional Development
- 9 Family and Community Connections
- 10 Democratic Decision-Making

Summit-model schools are:

- Every student completes a four year course of study that qualifies him/her for entrance into the UC system, the CSU system, and all private colleges and universities
- Graduation requirements exceed the University of California a-g requirements
- All students enroll in Advanced Placement (AP) courses in all core subject areas
- Technology is incorporated into all subjects
- Internships and independent study are elective options



Physically and Emotionally Safe Environment

What does it mean to be physically and emotionally safe?

The school environment encompasses many components: the physical space, the people, and the culture. Parents and researchers know students thrive when they feel safe, both physically and emotionally.

Physical safety occurs in an environment where individuals are free from physical harm and structures and systems are in place to prevent danger. Emotional safety exists when the environment is intolerant of harassment, bullying, and personal attack. Summit-model schools are committed to providing a physically and emotionally safe environment for all students.

How do Summit-model schools create safe environments?

Summit-model schools devote considerable time and attention to developing and maintaining safe school environments.

Key elements include:

- A commitment to building and modeling character
- A principled vs. rules based approach
- Consistent high standards and expectations
- Involved parents

Character Development

Summit-model schools focus on six core character traits. These traits are infused in all aspects of the school:

- Respect
- Integrity
- Compassion
- Responsibility
- Curiosity
- Courage

It is the expectation of all Summit-model schools that faculty, students and parents behave in accordance with these core values at all times.

High Standards and Expectations

People respond better to expectations and norms when they make sense. Summit-model schools are proactive in explaining why all procedures and policies exist and how they are connected to the goals of the community. Students are encouraged to make thoughtful decisions and choices that align with the community goals and represent their contribution to achieving them.

High Standards

Summit-model schools have high standards for student behavior, and every member of the school community understands the expectations and recognizes them. The community's commitment to the consistent and regular enforcement of these high standards results in a safe environment.

Parent Involvement

Summit-model schools encourage all members of the school community to work proactively for the educational success of each student and the creation of an environment in which all students can learn. Parent involvement contributes to student success, therefore Summit model schools encourage meaningful parent or guardian participation.

Summit Preparatory Charter High School

www.summitprep.net
650.556.1110

Everest Public High School

www.everestpchs.org
650.366.1050

Summit Public Schools - San Jose

www.summitsanjose.org
408.926.2038

	All Graduates Completing University of California A-G Requirements	Minority Graduates Completing University of California A-G Requirements
State of California	37%	28%
Summit Prep Class of 2010	100%	100%
Summit Prep Class of 2011	100%	100%

Data Source: 2007 Educational Opportunity High School Report www.idea.uscis.ucla.edu/publications/eor07/index.html



Summit Schools in San Jose are accepting 9th & 10th Graders for fall 2012

Summit Public Schools: Rainier and Tahoma invite you to come and learn more about our schools at an:

Information Session

****There will be a short presentation by the Executive Director and time to ask questions from 7:00 to 8:00pm on the following dates:**

Thursday, June 7, 2012
Thursday, July 19

Thursday, June 28, 2012
Thursday, August 9, 2012

Thursday, August 16, 2012

*Presentations will be held at 14271 Story Rd. San Jose, CA 95127 (auditorium behind National Hispanic University)

Public, tuition-free, charter school model with track record of success

- Named by Newsweek Magazine as one of 10 "Miracle High Schools" in the U.S.
- Nationally ranked by Newsweek Magazine
- 100% of students prepared to enter 4-year university
- Small and personalized
- Physically and emotionally safe environment

Summit Public Schools

www.summitsanjose.org
sanjose@summitps.org
(408) 729-1981





Summit Public Schools en San José están aceptando grados 9 & 10 para el otoño 2012

Summit Public Schools: Rainier y Tahoma les invitan aprender más sobre nuestras escuelas en una:

“Sesión de Información”

** Habrá una breve presentación con el director y tiempo para hacer preguntas de 7:00 a 8:00 en las siguientes fechas:

jueves, 7 de junio del 2012

jueves, 28 de junio del 2012

jueves, 16 de agosto del 2012

jueves, 19 de julio del 2012

jueves, 9 de julio del 2012

*Todas las reuniones serán en 14271 Story Rd. San Jose, CA 95127 (auditorio atrás de National Hispanic University)

Publica, gratis, “charter high school” con trayectoria comprobada de éxito

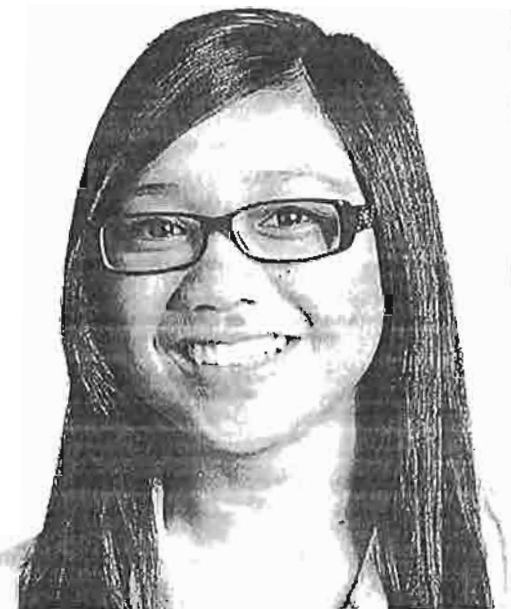
- Nombrado por la revista Newsweek como una de las 10 escuelas milagrosas de los Estados Unidos
- 100% de los estudiantes son preparados a entrar a la universidad
- Pequeña y personalizada
- Ambiente físicamente y emocionalmente seguro

Summit Public Schools

www.summitps.org

sanjose@summitps.org

(408) 729-1981



Summit Public Schools: Rainier and Tahoma

APPLICATION FOR 9th & 10th GRADE ENROLLMENT FALL 2012



summit
public schools

I am applying to: Both Schools Rainier only Tahoma only

My enrollment Preferences Sibling at Summit SJ Who? _____ Founding Family Member Who? _____ Reside in East Side Union HSD

STUDENT INFORMATION

Current Grade Level: _____

Last Name: _____ First Name: _____ Middle Name: _____

Preferred Name: _____ Date of Birth: _____ Gender: Male Female

Primary Ethnicity: Hispanic or Latino Black or African American Asian (Vietnamese)
Asian (Filipino) Asian (other) White-not Hispanic Other _____

Street Address*: _____

City: _____ State/ Zip: _____ Home Phone: _____

Mailing Address (if different from home address): _____

Name of Middle School Attended: _____ Which public high school is closest to your house: _____

FAMILY INFORMATION

Mother/Guardian #1	Father/Guardian #2
Name: _____	Name: _____
Phone # (cell or home): _____	Phone # (cell or home): _____
Email: _____	Email: _____

¿Es necesario que usted reciba la comunicación de la escuela en español? Yes No

Bạn có cần thiết phải nhận những thông tin từ nhà trường bằng Việt ngữ không? Yes No

Does your student qualify for Special Education (answer yes if your child has an IEP or a S04)? Yes No

Has your student ever received special education services in school? If so, which services and where: _____

What is the primary language spoken in your home? _____

Has your child ever received extra support (beyond regular classes) to learn the English language in school? Yes No

ACKNOWLEDGEMENT OF INFORMATION

By signing this application, we acknowledge that all information provided is correct. In addition, we understand that admission to a Summit Public School is on a space-available basis. If more than 100 complete applications are received, Summit Public Schools will hold a random public drawing to fill the spaces.

Parent / Guardian Signature _____ Date ____/____/____

Applications must be dropped off at the schools. 14271 Story Road (next to National Hispanic University)
408-729-1981

Please see reverse for an explanation of Admission Criteria, Enrollment Preferences, and Admission Lottery and Admission Priority

Two Schools – One Policy

Summit Public School: Rainier and Summit Public School: Tahoma shall have the same admission criteria and the same process for the public random drawing and preferences. For ease, this sheet explains the process for SPS: Rainier, which will be run exactly the same way for Tahoma.

Admission Criteria

Summit Public School: Rainier 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. Rainier 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 Rainier, 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 Rainier must follow the school's admission procedures with respect to completing applications, 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. Rainier shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. Rainier will encourage parent contributions to help fund the educational programs of the school 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.

Rainier 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 Rainier 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. 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:

1. Children of current Rainier employees and founders of SPS: Rainier & Tahoma
2. Siblings of currently enrolled students or graduates of Rainier residing within the boundaries of the District
3. Students residing within the boundaries of the District
4. Siblings of currently enrolled students or graduates of Rainier residing outside the boundaries of the District
5. All other students who wish to attend Rainier

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. Rainier 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.

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 Summit Public Schools (“Charter School”). When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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 Charter School and serves the best interests of the Charter School’s pupils and their parents/guardians. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

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 ("IDEA") 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 Charter School or at any other school or a Charter 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 (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

- a) Possessed, sold, or otherwise furnished any firearm, 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 (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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 Summit Public Schools 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 Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an

unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter 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 Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the

testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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 ("IDEA") 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 IDEA, 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/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. PROCEDURAL SAFEGUARDS/MANIFESTATION DETERMINATION

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

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/504 Plan.

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

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

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

4. DUE PROCESS APPEALS

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

Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

5. SPECIAL CIRCUMSTANCES

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

The 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/504 Team.

7. PROCEDURES FOR STUDENTS NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter

School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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 IDEA-eligible children with disabilities, including the right to stay-put.

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

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

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 Charter 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

L. No Right to Appeal

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

M. Disciplinary Records

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

N. 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.

O. Rehabilitation Plans

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

P. 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 Charter School's capacity at the time the student seeks readmission.

SPS Denali Budget Summary

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	0	100	200	300	414	522	628	733
Revenue								
Block Grant Income	-	514,387	1,044,142	1,573,311	2,263,550	2,917,460	3,559,261	4,195,008
Federal Income	225,000	240,151	236,995	130,492	180,079	227,056	273,164	318,836
Other State Revenue	-	143,695	287,389	431,084	594,895	750,085	902,401	1,053,281
School Based Fundraising	-	-	50,000	75,000	100,000	100,000	100,000	100,000
Local Revenue	-	10,002	18,719	28,078	38,608	47,636	56,496	65,274
Total Revenue	225,000	908,235	1,637,244	2,237,965	3,177,132	4,042,238	4,891,323	5,732,398
	-							
Expenses								
Compensation	110,500	446,250	726,500	1,113,500	1,467,500	1,851,000	2,247,750	2,542,750
Employee Benefits	18,589	87,272	146,449	227,147	306,061	393,933	485,055	559,075
Books and Supplies	500	67,624	121,013	166,333	218,784	270,304	320,804	370,233
Technology and Equipment	2,500	151,100	108,000	100,350	171,967	168,750	171,967	171,967
Educational Consultants	-	8,736	17,472	26,208	36,167	45,602	54,862	64,035
Operational Consultants	15,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Co & Extracurricular Activities	-	60,462	121,500	182,250	234,125	283,375	335,725	387,600
Facilities	-	353,440	345,840	348,840	561,386	561,386	789,638	789,638
Other Services & Operating Exp.	17,500	26,194	35,029	48,008	59,681	69,360	78,363	86,833
Total Expenses	164,589	1,206,077	1,626,803	2,217,636	3,060,670	3,648,709	4,489,164	4,977,132
Surplus (Deficit) before Inter-Company	60,411	(297,842)	10,441	20,329	116,462	393,528	402,159	755,266
SPS Development Grant (Revenue)	100,000	400,000	175,000	225,000	225,000	50,000	125,000	-
SPS Services (Expense)	(100,000)	(61,726)	(125,297)	(188,797)	(271,626)	(350,095)	(427,111)	(503,401)
Surplus (Deficit) after Inter-Company	60,411	40,432	60,144	56,532	69,836	93,433	100,047	251,865
Fund Balance	60,411	100,843	160,987	217,519	287,355	380,788	480,835	732,700
Reserve % (Fund Balance/ Expenses)		8%	10%	10%	9%	10%	11%	15%

SPS Denali										
Budget Detail										
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Notes	
Revenue Drivers										
Enrollment										
6th grade		100	100	100	100	100	100	100		
7th grade			100	100	100	100	100	100		
8th grade				100	100	100	100	100		
9th grade					114	114	114	114		
10th grade						108	108	108		
11th grade							106	106		
12th grade								105		
Total	0	100	200	300	414	522	628	733		
ADA %		96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	96.5%	Based on historical rates at SPS	
ADA		96.5	193.0	289.5	399.5	503.7	606.0	707.3		
FRL %		46%	50%	50%	50%	50%	50%	50%		
Significant Funding Rates										
General Purpose Block Grant 6		4,720	4,720	4,720	4,720	4,720	4,720	4,720		
General Purpose Block Grant 7 - 8		4,862	4,862	4,862	4,862	4,862	4,862	4,862	SSC Dashboard July 2012. Assumes that "tax increase"	
General Purpose Block Grant 9 - 12		5,625	5,625	5,625	5,625	5,625	5,625	5,625	does not pass and current rates are cut by 8.4%	
Categorical Block Grant		366	366	366	366	366	366	366		
Special Education		431	431	431	431	431	431	431	El Dorado. Net of 7% admin charge	
Title Funding		450	450	450	450	450	450	450	Varies by location. Conservative estimate (could go to \$650 per student)	
SB740 Facilities Reimbursement		750	750	750	750	750	750	750	CDE website 5/11. Facilities reimbursement funding	
COLA Inflation	0	0%	0%	0%	0%	0%	0%	0%	Assumed 0% in Revenue and Expenses	
Block Grant Income										
8096.00	General Purpose Block Grant	-	472,015	958,228	1,444,440	2,085,708	2,693,225	3,289,492	3,880,133	See funding rates above
8480.00	Categorical Block Grant	-	35,358	70,715	106,073	146,380	184,567	222,046	259,171	See funding rates above
8311.11	Economic Impact Aid		7,015	15,199	22,798	31,461	39,669	47,724	55,703	\$315 per eligible student . Based on FRL and ELL
Federal Income										
8290.01	Title Funding	-	20,042	43,425	65,138	89,890	113,339	136,355	159,153	See funding rates above
8290.02	Public Charter School Grant Program	225,000	200,000	150,000						\$575K over three years. All 4 SPS schools have been awarded this grant
8520.00	Child Nutrition (Federal and State)	-	20,109	43,570	65,355	90,189	113,717	136,809	159,683	\$2.58 per FRL student (95% retrieval)
Other State Revenue										
8181.00	Special Education (Federal and State)		43,122	86,244	129,366	178,525	225,097	270,806	316,084	\$431 per student rate from El Dorado SELPA. Net of 7% admin charge
8650.00	Lottery	-	13,317	26,634	39,951	55,132	69,515	83,631	97,614	See funding rates above
8300.00	SB740 Facilities Reimbursement		75,000	150,000	225,000	310,500	391,500	471,000	549,750	\$750 per ADA up to 75% facility costs.

SPS Denali**Budget Detail**

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Notes
8590.00 Flex Categorical Funds		12,256	24,511	36,767	50,738	63,974	76,965	89,833	<i>Rates refer to 12/13 unless noted \$127 per ADA for Flex Categorical awarded to schools started after 2008. SSC Rate July 2012</i>
Fundraising									
8699.01 School Based Fundraising			50,000	75,000	100,000	100,000	100,000	100,000	<i>Parent, Community and Advisory Board Fundraising.</i>
Local Revenue									
8634.00 Lunch Revenue		9,002	16,719	25,078	34,608	43,636	52,496	61,274	<i>Assumes 30% of non-FRL students at \$3/ meal</i>
8699.02 Rewards Programs		1,000	2,000	3,000	4,000	4,000	4,000	4,000	<i>Escrip etc</i>
Total Revenue	225,000	908,235	1,637,244	2,237,965	3,177,132	4,042,238	4,891,323	5,732,398	

SPS Denali

Budget Detail

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Notes
									<i>Rates refer to 12/13 unless noted</i>
EXPENSES									
Expense Drivers									
COLA Inflatior	0%	0%	0%	0%	0%	0%	0%	0%	Assumed 0% in Revenue and Expenses
# of Teachers (includes RSP)	0	4.75	9.5	13.5	19.5	26	30.25	35.25	See Comps and Ben Sheet
# of Admin	1	2	2	4	4	4	6	6	See Comps and Ben Sheet
Total FTE	1	6.75	11.5	17.5	23.5	30	36.25	41.25	
Number of New Faculty		5.75	4.75	6	6	6.5	6.25	5	
Certificated Salaries									
1100.00 Teachers Salaries (includes RSP)	-	266,000	532,000	756,000	1,092,000	1,456,000	1,694,000	1,974,000	See Comps and Ben Sheet
1300.00 Supervisors & Admin Salaries	103,000	107,500	107,500	197,500	197,500	197,500	287,500	287,500	See Comps and Ben Sheet
1400.00 Certificated Bonuses & Extra Pay	7,500	24,750	39,000	59,000	77,000	96,500	117,250	132,250	Funded at 85% of potential
Classified Salaries									
2400.00 Classified Support Staff	-	45,000	45,000	95,000	95,000	95,000	140,000	140,000	See Comps and Ben Sheet
2600.00 Classified Bonuses & Extra Pay	-	3,000	3,000	6,000	6,000	6,000	9,000	9,000	Funded at 85% of potential
Employee Benefits									
3100.00 STRS	9,116	32,856	55,976	83,531	112,736	144,375	173,147	197,484	8.25% of salary contributed by school
3400.00 Health and Welfare Benefits	4,500	30,375	53,820	85,176	118,954	157,931	198,467	234,875	4% increase per year. Employees contribute 25% of total. Based on average 11/12 costs across schools.
3500.00 Payroll Taxes	2,763	11,156	18,163	27,838	36,688	46,275	56,194	63,569	Medicare, FUTA, etc
3600.00 Workers Compensation	2,210	8,925	14,530	22,270	29,350	37,020	44,955	50,855	Based on rates at current schools (CCSA JPA)
3752.00 Classified Retirement Plan	-	3,960	3,960	8,333	8,333	8,333	12,293	12,293	8.25% of salary contributed by school to 401(a)
Books and Supplies									
4100.00 Curriculum		12,500	25,000	37,500	51,750	65,250	78,500	91,625	\$125 per student per year
4200.00 Lab Supplies		1,500	3,000	4,500	4,140	5,220	6,280	7,330	\$15 per student
4300.00 Materials & Supplies									
4302.00 Testing Supplies		300	600	900	1,242	1,566	1,884	2,199	For STAR and PSAT Tests
4303.02 Operational Software		2,750	3,500	4,250	5,105	5,915	6,710	7,498	Mealtime and Illuminate
4304.00 Office Supplies	500	5,063	8,625	8,750	11,750	15,000	18,125	20,625	\$750/ FTE in years 1 and 2, \$500/FTE ongoing
4600.00 Copy Machine & Supplies		10,000	10,000	10,000	10,000	10,000	10,000	10,000	based on current lease agreements at SPS
4700.00 Lunch Expense		33,511	68,288	98,433	132,797	165,353	197,305	228,957	Assumes an \$8K loss per year.
4800.00 Hospitality		2,000	2,000	2,000	2,000	2,000	2,000	2,000	
4400.00 Non Capitalized Equipment									
4401.00 Furniture < \$2,000		1,000	1,000	1,000	1,000	1,000	1,000	1,000	Prop 39 Facility
4402.00 Tech Infrastructure		90,100	47,000	39,350	42,567	39,350	42,567	42,567	For networking, servers, A/V and software. Includes initial purchase, maintenance and replacement.

SPS Denali

Budget Detail

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Notes
4403.00	Student and Faculty Computers	2,500	60,000	60,000	60,000	128,400	128,400	128,400	128,400	Rates refer to 12/13 unless noted Assumes 1:1 student laptops. Includes initial purchase, maintenance and replacement. 3 year replacement rate
Services & Other Operating Expense										
5100.00	Educational Consultants									
5102.00	Special Ed Compliance & Service		8,736	17,472	26,208	36,167	45,602	54,862	64,035	Outside testing, counseling and services. Based on historical rates at SPS schools
5801.00	Operational Consultants									
5801.03	Tax & Accounting									Audit and 990 filing in SPS service Contract
5801.04	Legal Fees	15,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	Basic legal support
5802.00	Co & Extracurricular Activities									
5802.01	Athletics		2,000	4,000	6,000	8,000	10,000	12,000	14,000	Athletic teams will run as pay-for-play with some loss. PE teacher and Athletic Director on salary
5103.00	Intersession Expenses		55,000	110,000	165,000	210,600	253,800	296,200	338,200	To hire outside contractors during intersession. \$550/student in middle school, \$400/student in HS (dues to offset of internship classes)
5802.07	Scholarship		3,462	7,500	11,250	15,525	19,575	27,525	35,400	Scholarships for student activities. AP test and college applications begin with first Junior class in year 6 (\$75/student)
5600.00	Facilities									
5500.00	Utilities		50,000	50,000	50,000	70,000	70,000	100,000	100,000	Based on current SPS facilities
5504.00	Janitorial		25,000	35,000	35,000	40,000	40,000	60,000	60,000	Based on current contracts. Includes supplies
5601.00	Rent		253,440	253,440	253,440	440,986	440,986	619,238	619,238	\$1.1/ square foot.64 square feet/ student. Assumes we add square footage with 9th and 11th grades. SB740 eligible facility.
5602.00	Repair & Maintenance		10,000	2,000	2,000	2,000	2,000	2,000	2,000	Misc repairs + moving cleanup/ paint
5901.00	Telephone & Internet		15,000	5,400	8,400	8,400	8,400	8,400	8,400	Assumes e-rate and PUC
5800.00	Other Services & Operating Exp.									
5200.00	Travel and Conferences	2,500	1,688	2,875	4,375	5,875	7,500	9,063	10,313	CCSA conference + AP conferences
5300.00	Dues and Memberships		2,500	2,500	3,000	3,000	3,000	3,000	3,000	Charter organization memberships
5400.00	Insurance		4,500	9,000	13,500	18,630	18,990	18,990	18,990	CCSA Insurance, based on SPS actual rate per student
5803.00	Fees & Service Charges		500	2,500	2,500	2,500	2,500	2,500	2,500	Includes interest expense for CDE revolving loan
5805.00	Marketing & Student Recruiting	15,000	10,000	5,000	5,000	2,000	2,000	2,000	2,000	Website, marketing material and collateral + translation
5806.00	Staffing Expenses		863	713	900	900	975	938	750	Fingerprinting, CPR + misc.
5902.00	Postage & Delivery		1,000	2,000	3,000	4,140	5,220	6,280	7,330	\$10/student
5807.00	Oversight Fee		5,144	10,441	15,733	22,636	29,175	35,593	41,950	1% oversight paid to the authorizer
Total Expenses		164,589	1,206,077	1,626,803	2,217,636	3,060,670	3,648,709	4,489,164	4,977,132	
Net Income Before InterCompany		60,411	(297,842)	10,441	20,329	116,462	393,528	402,159	755,266	

SPS Denali

Budget Detail

		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Notes
Inter-Company										<i>Rates refer to 12/13 unless noted</i>
8699.09	Grant from SPS (Revenue)	100,000	400,000	175,000	225,000	225,000	50,000	125,000		<i>\$1.3M of the first 7 years to cover start-up operating expenses and establish cash reserve. Each of the SPS schools has received a start-up grant from SPS during the initial "growth years".</i>
5801.11	SPS Services (Expenses)	(100,000)	(61,726)	(125,297)	(188,797)	(271,626)	(350,095)	(427,111)	(503,401)	<i>For SPS Services including Executive Leadership, Finance, HR, Technology, Professional Development, Data, College and Intersession Coordination. Per Partnership Agreement - 12% of block grant revenue</i>
Net Income after Inter-Company		60,411	40,432	60,144	56,532	69,836	93,433	100,047	251,865	
Reserve		60,411	100,843	160,987	217,519	287,355	380,788	480,835	732,700	
			8.4%	9.9%	9.8%	9.4%	10.4%	10.7%	14.7%	

SPS Denali Staffing and Compensation Information

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Enrollment		100	200	300	414	522	628	733
Teaching Faculty (FTE)								
6th		4	4	4	4	4	3.75	3.75
7th			4	4	4	4	3.75	3.75
8th				4	4	4	3.75	3.75
Athletics		0.25	0.5	0.5	0.5	1	1	1
9th					5	5	5	5
10th						5	5	5
11th							5	5
12th								5
Summary								
Teachers (incl PE)		4.25	8.5	12.5	17.5	23	27.25	32.25
Resource Specialist		0.5	1	1	2	3	3	3
Executive Director	1	1	1	1	1	1	1	1
Principal				1	1	1	2	2
Office Manager		1	1	1	1	1	2	2
Registrar				1	1	1	1	1
Total	1	6.75	11.5	17.5	23.5	30	36.25	41.25

* Intersession Contractors are in 5000 series of budget. 1 FTE per grade

Salary Projections

Throughout budget, assumes COLA = 0%. Will adjust as revenue adjusts

	2010	2011	2012	2013	2014	2015	2016	2017
Teachers (Average)	56,000	56,000	56,000	56,000	56,000	56,000	56,000	56,000
Resource Specialist	56,000	56,000	56,000	56,000	56,000	56,000	56,000	56,000
Executive Director	103,000	107,500	107,500	107,500	107,500	107,500	107,500	107,500
Principal	90,000	90,000	90,000	90,000	90,000	90,000	90,000	90,000

Office Manager	45,000	45,000	45,000	45,000	45,000	45,000	45,000	45,000
Registrar	50,000	50,000	50,000	50,000	50,000	50,000	50,000	50,000
Total Salary								
Teachers + RSP	-	266,000	532,000	756,000	1,092,000	1,456,000	1,694,000	1,974,000
Cert. Admin	103,000	107,500	107,500	197,500	197,500	197,500	287,500	287,500
Classified Admin	-	45,000	45,000	95,000	95,000	95,000	140,000	140,000
Total Bonuses								
Teachers + RSP	-	14,250	28,500	40,500	58,500	78,000	90,750	105,750
Cert. Admin	7,500	10,500	10,500	18,500	18,500	18,500	26,500	26,500
Classified Admin	-	3,000	3,000	6,000	6,000	6,000	9,000	9,000
Benefits Drivers								
Insurance Increase (over COLA)		4%	4%	4%	4%	4%	4%	4%
Average Insurance Exp	4,500	4,500	4,680	4,867	5,062	5,264	5,475	5,694
Payroll Taxes	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025
Workers Comp	0.02	0.02	0.02	0.02	0.02	0.02	0.02	0.02
STRS	0.0825	0.0825	0.0825	0.0825	0.0825	0.0825	0.0825	0.0825
Other Retirement	0.0825	0.0825	0.0825	0.0825	0.0825	0.0825	0.0825	0.0825
Benefit Costs								
Insurance	4,500	30,375	53,820	85,176	118,954	157,931	198,467	234,875
Payroll Taxes	2,763	11,156	18,163	27,838	36,688	46,275	56,194	63,569
Workers Comp	2,210	8,925	14,530	22,270	29,350	37,020	44,955	50,855
STRS	9,116	32,856	55,976	83,531	112,736	144,375	173,147	197,484
Other Retirement	-	3,960	3,960	8,333	8,333	8,333	12,293	12,293
Total Compensation	110,500	446,250	726,500	1,113,500	1,467,500	1,851,000	2,247,750	2,542,750
Total Benefits	18,589	87,272	146,449	227,147	306,061	393,933	485,055	559,075

Summit Public Schools: Denali

Cash Forecast 2013 - 2016

	Year 1 - 2013/ 2014											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	310,411	487,341	437,559	358,941	315,148	257,606	410,233	324,891	308,169	245,888	236,591	199,816
Revenue												
Block Grant Income	28,321	56,642	52,168	37,761	37,761	47,931	37,761	66,082	38,973	36,007	36,007	36,007
Federal Income	200,000	-	-	2,011	2,011	2,011	2,011	2,011	12,032	2,011	12,032	2,011
Other State Revenue	-	-	21,561	18,750	-	-	-	-	21,561	37,500	-	-
Fundraising												
Local Revenue	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Total Revenue	228,321	56,642	74,729	59,522	40,772	50,942	40,772	69,093	73,566	76,518	49,039	39,018
Expenses												
Compensation	12,958	12,958	39,558	39,558	39,558	39,558	39,558	39,558	39,558	39,558	39,558	64,308
Employee Benefits	6,360	6,360	7,455	7,455	7,455	7,455	7,455	7,455	7,455	7,455	7,455	7,455
Textbooks & Core Curricula Mate	-	4,667	4,667	4,667	-	-	-	-	-	-	-	-
Materials & Supplies	1,422	1,422	5,048	5,048	5,048	5,048	5,348	5,048	5,048	5,048	5,048	5,048
Technology and Equipment	-	50,367	50,367	333	-	-	-	-	50,033	-	-	-
Educational Consultants	-	-	874	874	874	874	874	874	874	874	874	874
Operational Consultants	417	417	417	417	417	417	417	417	417	417	417	417
Co & Extracurricular Activities	-	-	546	546	546	546	28,046	546	546	546	546	28,046
Facilities	29,453	29,453	29,453	29,453	29,453	29,453	29,453	29,453	29,453	29,453	29,453	29,453
Other Services & Operating Exp.	780	780	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463	2,463
Total Expenses	51,390	106,424	140,848	90,815	85,815	85,815	113,615	85,815	135,848	85,815	85,815	138,065
Net Operating Income	176,930	(49,782)	(66,119)	(31,292)	(45,042)	(34,873)	(72,842)	(16,721)	(62,282)	(9,296)	(36,775)	(99,046)
SPS Grant						200,000						200,000
SPS Service Fee												(61,726)
Changes in Loan Balance			(12,500)	(12,500)	(12,500)	(12,500)	(12,500)					
Ending Cash	487,341	437,559	358,941	315,148	257,606	410,233	324,891	308,169	245,888	236,591	199,816	239,043

* We have assumed that all students come from Basic Aid Districts. Deferrals apply to State funds only

Summit Public Schools: Denali

Cash Forecast 2013 - 2016

	Year 2 - 2014/ 2015											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	239,043	373,664	331,559	241,966	200,500	112,450	152,730	19,081	143,923	205,372	298,537	338,413
Revenue												
Block Grant Income	28,321	59,184	42,846	41,151	41,151	41,151	41,151	231,543	135,652	124,864	124,864	124,864
Federal Income	150,000	-	-	4,357	4,357	4,357	4,357	4,357	26,069	4,357	26,069	4,357
Other State Revenue	12,256	-	46,451	56,250	-	3,329	-	-	46,451	75,000	-	3,329
Fundraising	-	-	-	-	-	-	10,000	10,000	10,000	10,000	10,000	-
Local Revenue	-	-	1,872	1,872	1,872	1,872	1,872	1,872	1,872	1,872	1,872	1,872
Total Revenue	190,576	59,184	91,169	103,630	47,380	50,709	57,380	247,772	220,045	216,093	162,806	134,423
Expenses												
Compensation	12,958	12,958	66,158	66,158	66,158	66,158	66,158	66,158	66,158	66,158	66,158	105,158
Employee Benefits	10,649	10,649	12,515	12,515	12,515	12,515	12,515	12,515	12,515	12,515	12,515	12,515
Textbooks & Core Curricula Mate	-	9,333	9,333	9,333	-	-	-	-	-	-	-	-
Materials & Supplies	1,719	1,719	8,898	8,898	8,898	8,898	9,498	8,898	8,898	8,898	8,898	8,898
Technology and Equipment	-	36,000	36,000	333	-	-	-	-	35,667	-	-	-
Educational Consultants	-	-	1,747	1,747	1,747	1,747	1,747	1,747	1,747	1,747	1,747	1,747
Operational Consultants	417	417	417	417	417	417	417	417	417	417	417	417
Co & Extracurricular Activities	-	-	1,150	1,150	1,150	1,150	56,150	1,150	1,150	1,150	1,150	56,150
Facilities	28,820	28,820	28,820	28,820	28,820	28,820	28,820	28,820	28,820	28,820	28,820	28,820
Other Services & Operating Exp.	1,393	1,393	3,224	3,224	3,224	3,224	3,224	3,224	3,224	3,224	3,224	3,224
Total Expenses	55,956	101,289	168,263	132,596	122,929	122,929	178,529	122,929	158,596	122,929	122,929	216,929
Net Operating Income	134,621	(42,105)	(77,094)	(28,966)	(75,549)	(72,220)	(121,149)	124,842	61,449	93,164	39,877	(82,507)
SPS Grant						125,000						50,000
SPS Service Fee												(125,297)
Changes in Loan Balance			(12,500)	(12,500)	(12,500)	(12,500)	(12,500)					
Ending Cash	373,664	331,559	241,966	200,500	112,450	152,730	19,081	143,923	205,372	298,537	338,413	180,610

Summit Public Schools: Denali

Cash Forecast 2013 - 2016

	Year 3 - 2015/ 2016											
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Beginning Cash Balance	180,610	188,006	198,591	140,609	147,908	89,291	212,332	26,315	167,512	253,156	366,187	399,288
Revenue												
Block Grant Income	57,494	120,142	86,968	83,531	83,531	83,531	83,531	303,096	176,749	162,430	162,430	162,430
Federal Income	-	-	-	6,535	6,535	6,535	6,535	6,535	39,104	6,535	39,104	6,535
Other State Revenue	24,511	-	71,342	93,750	-	6,659	-	-	71,342	112,500	-	6,659
Fundraising	-	-	-	15,000	30,000	30,000	-	-	-	-	-	-
Local Revenue	-	-	2,808	2,808	2,808	2,808	2,808	2,808	2,808	2,808	2,808	2,808
Total Revenue	82,005	120,142	161,117	201,625	122,875	129,533	92,875	312,439	290,003	284,274	204,342	178,432
Expenses												
Compensation	24,875	24,875	100,475	100,475	100,475	100,475	100,475	100,475	100,475	100,475	100,475	159,455
Employee Benefits	16,609	16,609	19,393	19,393	19,393	19,393	19,393	19,393	19,393	19,393	19,393	19,393
Textbooks & Core Curricula Mate	-	1,500	14,000	12,500	-	-	14,000	-	-	-	-	-
Materials & Supplies	1,729	1,729	2,154	11,997	11,997	11,997	12,897	11,997	11,997	11,997	11,997	21,841
Technology and Equipment	-	33,450	33,450	333	-	-	-	-	33,117	-	-	-
Educational Consultants	-	-	2,621	2,621	2,621	2,621	85,121	2,621	2,621	2,621	2,621	85,121
Operational Consultants	417	417	417	417	417	417	417	417	417	417	417	417
Co & Extracurricular Activities	-	-	600	600	600	600	600	2,850	2,850	2,850	2,850	2,850
Facilities	29,070	29,070	29,070	29,070	29,070	29,070	29,070	29,070	29,070	29,070	29,070	29,070
Other Services & Operating Exp.	1,908	1,908	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419	4,419
Total Expenses	74,608	109,558	206,599	181,825	168,992	168,992	266,392	171,242	204,359	171,242	171,242	322,565
Net Operating Income	7,397	10,584	(45,482)	19,799	(46,117)	(39,459)	(173,517)	141,197	85,644	113,032	33,100	(144,133)
SPS Grant						175,000						50,000
SPS Service Fee												(188,797)
Changes in Loan Balance			(12,500)	(12,500)	(12,500)	(12,500)	(12,500)					
Ending Cash	188,006	198,591	140,609	147,908	89,291	212,332	26,315	167,512	253,156	366,187	399,288	116,357

SPS Denali - Overview of Financial Projections

Summit Public Schools currently operates four high-performing college prep high schools, Summit Preparatory Charter High School (opened 2003), Everest Public High School (opened 2008), Summit Public School: Rainier (opened 2011) and Summit Public School: Tahoma (opened 2011).

Our projections for Summit Public School: Denali are based on our 10 years of experience starting and running schools.

Enrollment:

SPS Denali will open with 100 students in grade six and add one grade level per year until full capacity at 733 students in year 7. Our enrollment projections are:

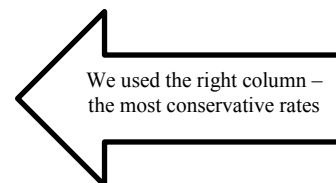
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Enrollment							
6th grade	100	100	100	100	100	100	100
7th grade		100	100	100	100	100	100
8th grade			100	100	100	100	100
9th grade				114	114	114	114
10th grade					108	108	108
11th grade						106	106
12th grade							105
Total	100	200	300	414	522	628	733

Key Revenue Sources:

Principal Apportionment:

The Principal Apportionment from the State of California is the primary source of SPS Denali's revenue. We have used the Schools Services (SSC) July 2012 rates in our forecast. To be conservative, we have assumed that the tax increase does not pass – resulting in a 8.4% decrease in the rates

Per ADA General Purpose Funding	With Tax Increase	w/o Increase
General Purpose Block Grant 6	5,153	4,720
General Purpose Block Grant 7 - 8	5,308	4,862
General Purpose Block Grant 9 - 12	6,141	5,625



For all grades, the Categorical Block Grant is \$400/ADA reduced by 8.4% to \$366/ADA

We have held these rates flat over 5 year – 0% COLA.

Special Education:

SPS Denali intends to join the El Dorado County SELPA. The El Dorado County SELPA funding rate per ADA in 2012/13 is \$463.67 (state) and \$120 (federal). El Dorado charges an administrative fee of 7% (year one) and 5% (ongoing). Additionally, there is an annual “set-aside” of 5% starting in year one. The federal funding does not begin until year 2.

Both SPS Rainier and SPS Tahoma are already in this SELPA.

Flex Categorical Funds:

As a new school, SPS Denali anticipates receiving the Flex Categorical Funds of \$127/ ADA. We have not included Supplemental Hourly or any of the other programs typically funded for existing schools.

Public Charter Schools Grant Program:

SPS Denali will apply for a Public Charter Schools Grant Program (\$575K) from the Federal Government – administered by the state of California. All four of our schools have applied for and received these grants.

To apply for the PCSGP, a school must have a charter. We will apply for this grant in the Winter of 2012.

Start-up Development Grant:

Summit Public Schools has committed a \$1.3M grant to SPS Denali to be paid over the first 6 years of operation. The start-up funding allows us to open with only one grade and slowly build the school culture one grade level at a time, and ensure that every child is qualified and prepared for college. It also ensures that our schools will have a healthy reserve once they reach sustainability. Given our historical fundraising success, Summit Public Schools is confident that we can fulfill this obligation.

In 2011, we raised \$9.8M in non-public funding. This includes:

2011 Summary of Donations over \$50K	
Donor	Amount
The Griffith Harsh IV and Margaret Whitman Charitable Foundation	\$5,000,000
Charter Schools Growth Fund	\$2,250,000
Walton Family Foundation	\$250,000
Michael and Susan Dell Foundation	\$200,000
Doris and Donald Fisher Fund	\$100,000
Morgan Family Foundation	\$75,000
Girard Education Foundation	\$52,236
The Bill and Melinda Gates Foundation	\$50,000

The timeline for the SPS Start-up Development grant is:

Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
100,000	400,000	175,000	225,000	225,000	50,000	125,000

Key Expenses

Staffing Plan:

To ensure the highest level of attention to our students, SPS Denali will maintain an 18:1 student-faculty ratio. The staffing plans are based on actual staffing at SPCHS, EPHS, Tahoma and Rainier:

Staffing								
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Enrollment		100	200	300	414	522	628	733
Teaching Faculty (FTE)								
6th		4	4	4	4	4	3.75	3.75
7th			4	4	4	4	3.75	3.75
8th				4	4	4	3.75	3.75
Athletics		0.25	0.5	0.5	0.5	1	1	1
9th					5	5	5	5
10th						5	5	5
11th							5	5
12th								5
Summary								
Teachers (incl PE)		4.25	8.5	12.5	17.5	23	27.25	32.25
Resource Specialist		0.5	1	1	2	3	3	3
Executive Director	1	1	1	1	1	1	1	1
Principal				1	1	1	2	2
Office Manager		1	1	1	1	1	2	2
Registrar				1	1	1	1	1
Total	1	6.75	11.5	17.5	23.5	30	36.25	41.25

SPS Denali will purchase financial, technology, data, fundraising, leadership, college and data and professional development services from Summit Public Schools.

All Intersession Extracurricular Classes (Art, Music, Photography etc) are outsourced at the equivalent of 1 FTE per grade level. This expense is in the 5000 series under Contractors.

Compensation:

Compensation is based on our own skills-based rubric called the Continuum for Professional Teaching Practice. Teachers are evaluated in seven categories, known as strands. The strands are: Content, Curriculum, Instruction, Assessment, Knowing Learners and Learning, Mentoring and Emotionally Intelligent Teacher Leadership. In each strand, a teacher can score basic, proficient, highly proficient or expert. Based on these evaluations, each teacher is placed at a level on the pay scale.

Level	Criteria	Pay Range
Level 1		\$52,000 - \$56,400
Level 2	7 of 7 Proficient	\$56,400 - \$60,800
Level 3	4 of 7 Highly Proficient	\$60,800 - \$68,500
Level 4	7 of 7 Highly Proficient + National Boards	\$68,500 - \$76,200
Level 5	4 of 7 Expert	\$76,200 - \$85,000

As teachers continuously improve performance, they will move up the pay scale. To create a school budget, we assume a combination of levels. Following is the assumption used at Summit Prep – a mature school.

SPCHS Teacher FTE Projections	
Level	2010/11
1	8
2	8
3	5
4	2
5	0
Total Teachers	23

In the Denali projections, we used an average teacher pay of \$56,000.

Our Administration Salary schedule is also used throughout the organization. For school-based positions, we use the following bands:

Admin Bands	Pay Band
Associate	\$35,500 - \$52,000
Manager	\$52,000 - \$74,000
Assistant Director	\$75,500 - \$85,750
Principal, Year 0 ED	\$85,750 - \$104,250
Director	\$106,500 - \$130,500

Additionally, faculty members are eligible for annual variable compensation (a bonus) based on performance standards outlined annually in the faculty as a whole. We have funded the bonus pool at 85%.

These bonuses range from \$3,000 per teacher to \$7,500 for the Director.

We have estimated a 0% COLA per year since the revenue model is also 0% COLA.

Benefits:

SPS Denali faculty members will receive Health, Dental, and Vision benefits. We have assumed a 4% increase for these costs each year. Additionally, faculty members will receive Short- and Long-term Disability and Life Insurance without charge. Finally, qualified certificated faculty will be enrolled in STRS. Non-certificated faculty will be eligible for a comparable retirement plan.

Our employees cover 25% of their insurance costs.

Books and Online Content:

We have budgeted for a variety of textbooks and online content. These estimates are based on the historical rates in our existing schools.

Technology:

To support the curriculum, SPS Denali will maintain a 1:1 student-computer ratio. Additionally, every faculty member will have a laptop. We have assumed a 3-year replacement rate. Our budget also includes servers, wireless boxes, video conferencing equipment and other start-up technology costs. See the next section for more information.

Facilities:

We have assumed that we will lease a facility in a SB740 eligible area. We have assumed 64 square feet per student based on the classroom configurations designed for our model. We assumed that we would add square footage in years 4 and 6 only.

SPS Partnership Support Fees:

SPS Denali will purchase bookkeeping, financial, technology, data, fundraising, leadership, college, data and professional development services from Summit Public Schools. The rates have been set for a multi-year period and depend on the size/maturity of the school. Because these services will be shared with the other SPS schools, we expect to access higher quality at a lower cost than would be possible for a stand-alone school.

District Oversight:

We have included a 1% District Oversight fees beginning in Year 1.

Cash:

Summit Public Schools is committed to supporting our schools. Our board has passed a resolution stating that the SPS Central Office will provide all necessary funds to any of the schools for which it holds the charter, including any and all new schools that it will operate in the future. (Resolution attached.) In the case of cash shortages, SPS Denali will have access to a cash loan from SPS Central.

We have assumed that we will apply for and receive the California Department of Education Revolving Loan in Year 0. The loan amount is \$250,000 and is repaid directly through the state apportionment over a five year period. We have received these loans for all of our schools. If Denali does not receive the loan, SPS Central will set up a loan to the school.

RESOLUTION #

The Summit Institute DBA Summit Public Schools

RESOLUTION FOR FUNDING OF SPS SCHOOLS

The meeting of the Board of Directors of Summit Public Schools ("SPS") was called to order on June 08, 2012. The meeting was held pursuant to notice and a quorum was present for the transaction of business

WHEREAS, SPS is a California non-profit benefit corporation and 501(c)(3) charter school management organization that operates schools in multiple counties in the State of California

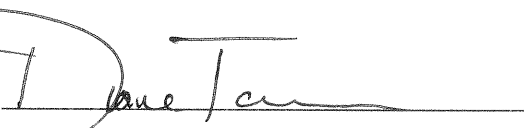
WHEREAS, SPS and the schools for which it holds the charters ("SPS Schools") are a single legal entity and operate from SPS' Central Office in Redwood City, CA and

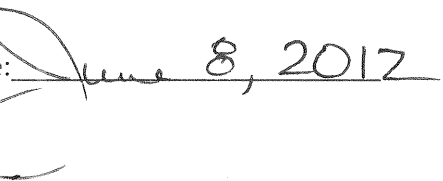
WHEREAS, SPS' Central Office provides financial services, instructional and operational support for the SPS Schools to operate in their respective locations.

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of Summit Public Schools that the SPS Central Office will provide all necessary funds to any of the schools for which it holds the charter, including any and all new schools that it will operate in the future.

Yes

No

Signature: 

Date: 

SUMMIT PUBLIC SCHOOLS FISCAL POLICIES AND PROCEDURES

Overview	1
Annual Financial Audit.....	1
Purchasing	2
Petty Cash.....	2
Contracts.....	3
Accounts Payable	4
Bank Checks	4
Bank Reconciliation.....	5
Accounts Receivable.....	5
Cash Receipts (Cash and Checks)	5
Returned Check Policy.....	6
Personnel	6
Payroll	7
Timesheets.....	7
Overtime.....	7
Payroll Processing.....	7
Payroll Taxes and Filings	8
Record Keeping.....	8
Expenses	9
Expense Reports.....	9
Travel	9
Board of Directors Expenses.....	9
Telephone Usage.....	10
Finance	10
Financial Reporting	10
Loans	10
Financial Institutions.....	10
Retention of Records.....	11
Reserves /Insurance/Liabilities/Assets	12
Funds Balance Reserve	12
Insurance	12
Asset Inventory.....	13
Parking Lot Liability	13

FISCAL CONTROL POLICIES AND PROCEDURES

OVERVIEW

The Board of Directors of Summit Public Schools has reviewed the following policies and procedures to ensure the most effective use of the funds of Summit Public Schools 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 Summit Public Schools has responsibility for all operations and activities related to financial management of Summit Public Schools. 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 Summit Public Schools 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 Summit Public Schools 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 Summit Public Schools 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.

NAMED INSURED

Summit Public Schools

NAMED INSURED includes any past, present or future officials; members of boards or commissions; and directors, officers, partners, volunteers, student teachers or employees of the **NAMED INSURED** while acting within the scope of their duties as such.

NAMED INSURED shall also mean any person, organization, or estate to whom the **NAMED INSURED** is obligated by virtue of a written contract or written mutual aid agreement or other written agreement to provide insurance such as is offered by this policy; but only in respect to acts or operations by or on behalf of the **NAMED INSURED**, and subject to the limitations on coverage contained in any such written contract or written mutual aid agreement or other written agreement.

PROPERTY

Coverage Provided by:	California Charter Schools JPA and excess/reinsurance carriers to be determined
Policy Period:	7/1/2012 to 6/30/2013
Coverage Includes:	All Risk of Direct Physical Loss
Valuation:	Replacement Cost
Deductible:	\$ 1,000 per occurrence
Building Value:	\$ 0
Contents Value:	\$ 200,000
Electronic Data Processing Equipment and Computer Value:	\$ 400,000
Total Insured Value:	\$ 600,000
Limits:	
All Risk:	\$ 600,000
Boiler & Machinery Property Damage:	\$ 0
Sublimits:	
Ordinance or Law: (Loss to undamaged portion)	\$ Not Applicable per occurrence
Demolition and Increased cost of construction are included in limits show	
Newly Constructed or Acquired Property:	\$ 5,000,000 per building (120 days reporting clause)
Builders Risk:	\$ 2,500,000 per occurrence
Errors & Omission:	\$ 1,000,000 per occurrence
Covered Property in Transit:	\$ 1,000,000 per occurrence

Outdoor Property including Debris Removal:	\$	1,000,000	per occurrence
Electronic Data Processing Equipment, Data and Media:	\$	1,000,000	per occurrence
Extra Expense:	\$	1,000,000	per occurrence
Covered Property at Undescribed Premises:	\$	1,000,000	per occurrence
Valuable Papers:	\$	1,000,000	per occurrence
Accounts Receivables:	\$	1,000,000	per occurrence
Utility Services Direct Damage, including Boiler & Machinery:	\$	250,000	per occurrence
Personal Effects of Officers and Employees of the Insured:	\$	250,000	per occurrence
Pollutant Cleanup and Removal:	\$	100,000	per occurrence
Claim Data Expense:	\$	25,000	per occurrence

**Exclusions:
(including but not limited to)**

- Earth Movement, including Earthquake
- Flood and Surface Water
- Governmental Action
- Nuclear Hazard
- War and Military Action
- Computer Virus
- Programming Errors & Omissions
- Off Premise Utility Services
- Collapse of Buildings
- Terrorism
- Pathogenic or Poisonous Biological or Chemical Material Exclusion
- Virus or Bacteria

Subjectivity:

Coverage under this policy shall not exceed 140% of the individually stated value for such property as shown in the latest Statement of Values or other documentation on file with CCSJPA for any one Building, any one Structure or Business Personal Property at any one location

GENERAL LIABILITY

Coverage Provided by:	California Charter Schools JPA and excess/reinsurance carriers to be determined
Policy Period:	7/1/2012 to 6/30/2013
Coverage Includes:	<ul style="list-style-type: none">• Comprehensive General Liability<ul style="list-style-type: none">○ Personal Injury○ Bodily Injury○ Property Damage• Employee Benefit Liability<ul style="list-style-type: none">○ Negligent Act○ Error or Omission• Premises Medical Payments
Deductibles:	\$ 0
Exposure Base:	850 Student Enrollment
Limits:	
Bodily Injury, Property Damage:	\$1,000,000 per occurrence
Employee Benefit Liability (EBL):	\$1,000,000 per occurrence
Medical Payments:	\$ 10,000 per person \$ 50,000 per occurrence
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Asbestos Liability• Pollution Liability EXCEPT smoke resulting from hostile fire• Lead Liability• Aircraft and Aircraft Products Liability• Watercraft Liability• War and Nuclear War or Attack

PROFESSIONAL LIABILITY

COVERAGE IS ON A CLAIMS MADE BASIS

Coverage Provided by: Scottsdale Indmenity Company

Policy Period: 7/1/2012 to 6/30/2013

Deductible:

Insured Person & Organization (D&O): \$ 2,500 per **claim**

Employment Practice Liability: \$ 10,000 per **claim**

Fiduciary Liability: \$ 0 per **claim**

Coverage Includes:

- Insured Person & Organization (D&O)
- Employment Practice Liability (EPL)
- Fiduciary Liability

Limits:

\$ 1,000,000 per **claim**

\$ 1,000,000 annual aggregate

Retroactive Date:

Insured Person & Organization (D&O): 7/1/2011

Employment Practice Liability: 7/1/2011

Fiduciary Liability: 7/1/2012

Claims Made Policy Definition:

A term describing an insurance policy that covers claims first made and reported or filed during the year the policy is in force for any incidents that occur that year or during any previous period during which the insured was covered under a "claims-made" contract. This form of coverage is in contrast to the occurrence policy, which covers an incident occurring while the policy is in force regardless of when the claim arising out of that incident is filed—1 or more years later.

Definition of Claim:

Claim means all notices or suits demanding payment of money based on, or arising out the same wrongful act or a series of related wrongful acts by one or more assureds

Extended Reporting Period:

A Basic Extended Reporting Period is automatically provided without additional charge. This period starts with the end of the Period of Insurance, and lasts for thirty (30) days.

SCHOOL BOARD MISCELLANEOUS LIABILITY

SEXUAL ABUSE IS ON A CLAIMS MADE BASIS

Coverage Provided by:	California Charter Schools JPA and excess/reinsurance carriers to be determined
Policy Period:	7/1/2012 to 6/30/2013
Deductible:	\$ 5,000 per occurrence
Coverage Includes:	<ul style="list-style-type: none">• Errors & Omissions (E&O)• Sexual Abuse Liability
Limits:	
Errors & Omissions:	\$ 1,000,000 per occurrence
Sexual Abuse:	\$ 1,000,000 per claim
Policy Aggregate:	\$ 1,000,000 annual aggregate
Sexual Abuse Retroactive Date:	7/1/2009
Claims Made Policy Definition:	A term describing an insurance policy that covers claims first made (reported or filed) during the year the policy is in force for any incidents that occur that year or during any previous period during which the insured was covered under a "claims-made" contract. This form of coverage is in contrast to the occurrence policy, which covers an incident occurring while the policy is in force regardless of when the claim arising out of that incident is filed—1 or more years later.
Definition of Claim:	Claim means all notices or suits demanding payment of money based on, or arising out the same wrongful act or a series of related wrongful acts by one or more assureds
Extended Reporting Period:	A Basic Extended Reporting Period is automatically provided without additional charge. This period starts with the end of the Period of Insurance, and lasts for sixty (60) days.

BUSINESS AUTO

Coverage Provided by:	California Charter Schools JPA and excess/reinsurance carriers to be determined	
Policy Period:	7/1/2012 to 6/30/2013	
Deductible:	\$ 0	Comprehensive
	\$ 0	Collision
Vehicle Description:	None Reported	
Vehicle Values:	\$ 0	
Limits:		
Bodily Injury and Property Damage:	\$ Not Applicable	per occurrence
Non-Owned Auto Liability:	\$ 1,000,000	per occurrence
Hired Auto Liability:	\$ 1,000,000	per occurrence
Uninsured/Underinsured Motorist:	\$ Not Applicable	per occurrence
Medical Payments:	\$ Not Applicable	per person
	\$ Not Applicable	per occurrence
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Workers' Compensation• Pollution Liability• Professional or Organized Racing or Demolition Contest	

EXCESS LIABILITY

Coverage Provided by:	Insurance Company of the State of PA and Schools Excess Liability Fund (SELF)
Policy Period:	7/1/2012 to 6/30/2013
Coverage Includes:	Special Excess Liability
Limits:	Layer 1: \$ 4,000,000 per occurrence Layer 2: \$ 20,000,000 per occurrence
JPA Aggregate Limits:	\$ 24,000,000 annual aggregate
• Public Response:	
o Public Response Costs:	\$ 250,000 Each Crisis Management Event and Aggregate
o Crisis Communications Management:	\$ 50,000 Each Crisis Management Event and Aggregate
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Violation of Communication and Information Law Exclusion• No Fault, UM/UIM Motorist Exclusion• Economic or Trade Sanctions violations• Terrorism Exclusion

CRIME

Coverage Provided by:	California Charter Schools JPA and excess/reinsurance carriers to be determined
Policy Period:	7/1/2012 to 6/30/2013
Coverage Includes:	<ul style="list-style-type: none">• Theft• Disappearance• Destruction• Burglary• Robbery• Computer Theft
Deductible:	\$ 0
Exposure Base:	80 Employees
Limits:	
Money and Securities:	\$ 500,000 per occurrence
Forgery or Alteration:	\$ 500,000 per occurrence
Employee Dishonestly:	\$ 1,000,000 per occurrence
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Surrendering of Property• Accounting or Arithmetical Errors or Omissions

WORKERS' COMPENSATION

Coverage Provided by:	California Charter Schools JPA and Star Insurance Company
Policy Period:	7/1/2012 to 6/30/2013
Coverage Includes:	<ul style="list-style-type: none">• Workers' Compensation• Employers' Liability
Deductible:	\$0
Exposure Base:	\$ 4,588,000 Estimated Payroll
Limits – Workers' Compensation:	Statutory
Limits – Employers' Liability:	<p>\$ 5,000,000 Bodily Injury Each Accident</p> <p>\$ 5,000,000 Bodily Injury by Disease Each Employee</p> <p>\$ 5,000,000 Bodily Injury by Disease Policy Limit</p>
Terms & Conditions:	<ul style="list-style-type: none">• New Members Subject to Underwriting Approval• Subject to Complete Concentration of Risk Underwriting• Subject to Updated Loss Data
Auditable:	The estimated payroll figure will be audited at the end of each coverage period. The CCSJPA will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been over estimated, a refund will be issued. If the estimated payroll figure has been under-estimated, an invoice for the additional amount due will be issued.
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Escalation Exclusion• Owned Aircraft

DOMESTIC TERRORISM LIABILITY

CLAIMS MADE POLICY

Coverage Provided by:	California Charter Schools JPA and Lloyds of London
Policy Period:	7/1/2012 to 6/30/2013
Coverage Includes:	For the purpose of this Insurance, an Act of Terrorism means an act, including the use of force or violence, of any person or group(s) of persons, whether acting alone or on behalf of or in the connection with any organization(s), committed for political, religious or ideological purposes including the intention to influence any government and/or to put the public in fear for such purposes.
Deductible:	\$0
Limits:	\$ 5,000,000 Per Claim/JPA Aggregate
Claims Made Policy:	A term describing an insurance policy that covers claims first made (reported or filed) during the year the policy is in force for any incidents that occur that year or during any previous period during which the insured was covered under a "claims-made" contract. This form of coverage is in contrast to the occurrence policy, which covers an incident occurring while the policy is in force regardless of when the claim arising out of that incident is filed -1 or more years later.
Definition of Claim:	The word "claim", wherever used in this policy, shall mean that part of each written demand received by the Insured for monetary damages covered by the policy, including the service of suit or institution of arbitration proceedings. The term "claim" shall not include a demand for an injunction or any other non-monetary relief.
Exclusions: (including but not limited to)	<ul style="list-style-type: none">• Nuclear/Chemical/Biological/Radiological/Cyber Events• Hoax(es) and Threat(s)• Warranted No Losses or Threats
Reporting:	Must be reported to Underwriter within 90 day after policy expiration.

STUDENT ACCIDENT

Coverage Provided by:	To be determined
Policy Period:	7/1/2012 to 6/30/2013
Deductible:	\$0
Exposure Base:	850 Student Enrollment
Limits:	\$ 25,000 Aggregate Maximum Limit 52 Week Benefits Period \$ 250,000 Aggregate Limit of Indemnity – Per Location \$ 5,000 Accidental Death & Dismemberment Benefit

Maximum Accident Medical: Accident medical benefits are paid for expenses incurred within 52 weeks from the date of injury provided the first doctor's visit occurs within 60 days from the date of injury. Expenses incurred after 52 weeks from the date of injury are not covered, even though the service is a continuing one or one that is necessarily delayed beyond one year from the date of injury.

The company will pay 100% of the Usual and Customary Charges incurred for necessary medical, dental, or hospital care within 52 weeks from the date of injury up to \$25,000 for any one injury.

- Terms & Conditions:**
- Claims are adjusted on the Usual and Customary Basis
 - Coverage is provided on an Excess Basis (Co-insurance is covered at 100%)
 - Optional Around the Clock 24 Hour Accident Medical Coverage will be offered to parents, on a voluntary basis. The parent has 3 benefits levels to choose from. Brochures for distribution will be sent directly to school before new school year.

**Exclusions:
(including but not limited to)**

- Expenses for treatment on or to teeth
- Services normally provided without charge by you or your employees
- Eyeglasses, hearing aids, and examination for the prescription or fitting thereof
- Suicide, attempted suicide or intentionally self-inflicted injury
- Injury due to participation in riot
- Cosmetic surgery
- Loss resulting from air travel
- Injury or sickness resulting from any declared or undeclared war
- Injury or sickness within the armed forces of any country
- Injury or sickness covered by any workers' compensation or occupational disease law
- Treatment provided in a governmental hospital
- Infections except pyogenic or bacterial infections caused wholly by a covered injury or sickness
- Hernia
- Insured's being intoxicated or under the influence of any narcotic unless administered on the advice of a physician
- Claims occurring while parachuting or hang-gliding
- Injury sustained while traveling in or on any two or three-wheeled motor vehicle operated by a person who does not hold a valid operator's license
- Pre-existing conditions

**Optional Student Accident
Catastrophic Coverage:**

If interested in obtaining higher limits up to \$5,000,000 with or without sports included, please contact:

Tom Boobar MBA, MS, CSP, REHS
Area Vice President
Public Entity & Scholastic Division
Arthur J. Gallagher Risk Management Services
Arthur J. Gallagher & Co. Insurance Brokers of
California, Inc
15 Enterprise, Suite #200
Aliso Viejo, CA 92656
(949) 349-9871 Office
(949) 349-9971 Fax
tom_boobar@ajg.com
License # 0726293

CLAIMS REPORTING

FOR ALL PROFESSIONAL LIABILITY (*Directors & Officers, Employment Practices Liability, Discrimination/Civil Rights*) including lawsuits, demand letters, regulatory agency notifications, PLEASE REPORT CLAIMS IMMEDIATELY TO:

**CCS JPA Risk and Claims Manager
Phone: (855) 394-5939
Fax: (916) 720-0324
Email: SueB@CommunityRS.com**

FOR ALL OTHER TYPES OF CLAIMS, PLEASE REPORT AS INSTRUCTED BELOW

Step 1.

Employee, student or guest incidents: First and foremost, show that you care! In emergency situations, notify appropriate emergency response service providers. Communicate with injured employee, student/parents, or guest, and ensure that the injured party has access to prompt and appropriate medical attention.

Property theft or damage incidents: Take necessary steps to prevent further damage, if possible. If damage is due to an injury-vehicle accident or criminal act, notify the police right away. Have police take a report and conduct an investigation; gather all materials (bills, receipts, invoices, serial numbers, proof of purchase documentation).

Step 2:

All claim types: Speak with the employee, student, parent(s) of injured student, or guest; or the person involved with damage to the site (property damage or theft/liability) to obtain all necessary information to report the claim accurately.

Use this information to complete the proper form for the type of incident that occurred:

- Employee injury (Workers' Compensation) – Employee Incident Investigation Form; DWC-1 must be provided to injured worker within 24 hours of being notified of the injury
- Liability (Alleged injury to a third party) - Liability Incident Investigation Report form.
- Property loss (buildings, contents, vehicle accident, embezzlement) – Property/Vehicle Loss Incident Investigation Report form
- Student injury (Student Accident Insurance) – Student Accident Investigation Report form

Forms can be accessed from the JPA Webportal (www.CalCharters.org), or via the Claim Manager at (855) 394-5939.

Fax or email the above form(s) along with all other documentation (proof of purchase docs, etc.) directly to 916.720.0324 within one working day.

Step 3: Call the reporting hotline 1.877.263.9904 This step will ensure that a claim adjuster is assigned to handle the claim; *it is not required for student injury incidents that did not require professional medical treatment.*

Step 4: Once you call the hotline, the JPA receives an electronic first report of incident within minutes. You will be contacted to gather any additional information that may be necessary to process the claim. If you are not able to respond right away, please get back to the JPA within one working day to ensure timely processing of the claim. Workers' Compensation claim handling is tightly regulated and failure to comply with instructions may result in fines and penalties. Witness information is very important to the claim process. Take photographs of property damage and safely store and save evidence of conditions/items that caused an injury until the claim adjuster can view it.

PROPOSED CARRIER RATINGS AND ADMITTED STATUS

Proposed Carriers	A.M. Best's Rating	Admitted/Non-Admitted
Allied World Assurance Company Ltd	A; XV	Admitted
Argonaut Great Central Insurance Company	A; XII	Admitted
Genesis Insurance Company	A++; XV	Admitted
Insurance Company of the State of PA	A; XV	Admitted
Lexington Insurance Company	A; XV	Non-Admitted
Lloyds of London	A; XV	Non-Admitted
Markel Insurance Company	A; XIII	Admitted
National Union Fire Insurance Company of Pittsburg, PA	A; XV	Admitted
RSUI Indemnity Company	A; XII	Admitted
Scottsdale Insurance Company	A+; XV	Non-Admitted
Selective Insurance Company of America	A; XII	Admitted
Star Insurance Company	A-; IX	Admitted
The Travelers Property Casualty Company of America	A+; XV	Admitted

If the above indicates coverage is placed with a Non-admitted Carrier, the carrier is doing business in the state as a surplus lines or non-admitted carrier. As such, this carrier is not subject to the same regulations, which apply to an admitted carrier nor do they participate in any insurance guarantee fund applicable in that state.

Guide to Best Ratings Rating Levels and Categories

Level	Category	Level	Category	Level	Category
A++, A+	Superior	B, B-	Fair	D	Poor
A, A-	Excellent	C++, C+	Marginal	E	Under Regulatory Supervision
B++, B+	Very Good	C, C-	Weak	F	In Liquidation
				S	Rating Suspended

Financial Size Categories

(In \$000 of Reported Policyholders' Surplus Plus Conditional Reserve Funds)

FSC I		Up to	1,000	FSC IX	250,000	to	500,000
FSC II	1,000	to	2,000	FSC X	500,000	to	750,000
FSC III	2,000	to	5,000	FSC XI	750,000	to	1,000,000
FSC IV	5,000	to	10,000	FSC XII	1,000,000	to	1,250,000
FSC V	10,000	to	25,000	FSC XIII	1,250,000	to	1,500,000
FSC VI	25,000	to	50,000	FSC XIV	1,500,000	to	2,000,000
FSC VII	50,000	to	100,000	FSC XV	2,000,000	or more	
FSC VIII	100,000	to	250,000				

Best's Insurance Reports, published annually by A.M. Best Company, Inc., presents comprehensive reports on the financial position, history, and transactions of insurance companies operating in the United States and Canada. Companies licensed to do business in the United States are assigned a Best's Rating which attempts to measure the comparative position of the company or association against industry averages.

Copies of the Best's Insurance Reports on the insurance companies are available upon your request.

The California Charter School JPA uses A.M. Best & Co.'s rating services to evaluate the financial condition of insurers whose policies we propose to deliver. The rating of the carrier and the year of publication of that rating are indicated. The California Charter Schools JPA makes no representations and warranties concerning the solvency of any carrier, nor does it make any representation or warranty concerning the rating of the carrier, which may change.

IMPORTANT: THIS PROPOSAL IS AN OUTLINE OF THE COVERAGES PROPOSED BY THE INSURERS, BASED ON THE INFORMATION PROVIDED BY YOUR SCHOOL. IT DOES NOT INCLUDE ALL OF THE TERMS, COVERAGES, EXCLUSIONS, LIMITATIONS, AND CONDITIONS OF THE ACTUAL CONTRACT LANGUAGE. THE POLICIES THEMSELVES MUST BE READ FOR THOSE DETAILS. POLICY FORMS FOR YOUR REFERENCE WILL BE MADE AVAILABLE UPON REQUEST.

REVIEW OF CONTRACTS, LEASES & OTHER LEGAL DOCUMENTS

ANY CORRESPONDENCE RELATING TO A REVIEW OF A LEGAL DOCUMENT IS ONLY AN INSURANCE/RISK MANAGEMENT PROSPECTIVE AND **IS NOT LEGAL ADVICE**. WE DO NOT PROVIDE LEGAL ADVICE AS WE ARE NOT QUALIFIED TO DO SO. WE HIGHLY RECOMMEND THAT YOU SEEK THE ADVICE OF LEGAL COUNSEL IN ORDER TO BECOME FULLY APPRISED ON ANY LEGAL IMPLICATIONS RELATED TO THESE ISSUES.

SCHEDULE OF LOCATIONS

Each of the addresses listed below are covered for all lines of coverage presented in this proposal

Everest Public High School
455 5th Avenue
Redwood City, CA 94063

Summit Public Schools
455 5th Avenue
Redwood City, CA 94063

Rainer Public High School
14271 Story Road
San Jose, CA 95127

Tahoma Public High School
14271 Story Road
San Jose, CA 95127

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 SPS personnel to work when on site; two medium sized conference rooms would work well (similar to Everest Public High School)

Shared Office space for 6 teaching faculty

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 100 students and 8 adults can meet (floor seating that allows for additional open space)

Office space for the Director and Office Manager, 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.

A space for physical activity, which can be outside space or an indoor gym facility.

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 Illuminate (desk with internet access & power)



July 16, 2012

Sent via U.S. Registered Mail – Return Receipt Requested

Mountain View Los Altos High School District
Attn: Superintendent Barry Groves
1299 Bryant Avenue
Mountain View, CA 94040

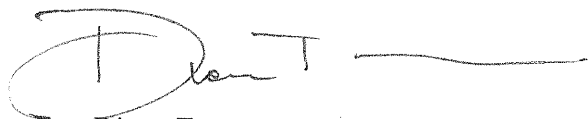
Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Groves:

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify you that Summit Public Schools (“SPS”) is submitting to the Santa Clara County Board of Education a petition for approval of SPS: Denali, a countywide charter school, which is considering operating a facility under this charter in your District.

We would appreciate an opportunity to meet to answer any questions and hear your thoughts regarding this notification. We will reach out directly to your office, but please do not hesitate to contact us.

Regards,

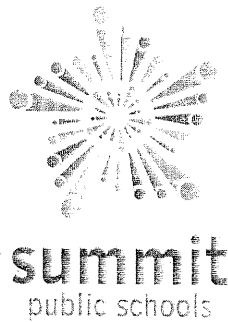


Diane Tavenner
CEO, Summit Public Schools
Lead Petitioner for SPS: Denali



Diego Arambula
Chief Growth & Innovation Officer
Summit Public Schools

CC: Santa Clara County Board of Education
Lucretia Peebles, Director, SCCOE Charter Schools Department



July 17, 2012

Sent via U.S. Registered Mail – Return Receipt Requested

Mountain View – Whisman School District
Attn: Superintendent Craig Goldman
750-A San Pierre Way
Mountain View, CA 94043

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Goldman:

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify you that Summit Public Schools (“SPS”) is submitting to the Santa Clara County Board of Education a petition for approval of SPS: Denali, a countywide charter school, which is considering operating a facility under this charter in your district.

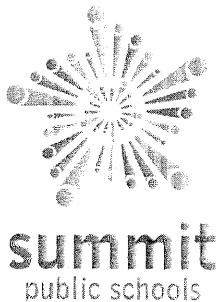
We would appreciate an opportunity to meet to answer any questions and hear your thoughts regarding this notification. We will reach out directly to your office, but please do not hesitate to contact us.

Regards,

Diane Tavenner
CEO, Summit Public Schools
Lead Petitioner for SPS: Denali

Diego Arambula
Chief Growth & Innovation Officer
Summit Public Schools

CC: Santa Clara County Board of Education
Lucretia Peebles, Director, SCCOE Charter Schools Department



July 16, 2012

Sent via U.S. Registered Mail – Return Receipt Requested

Fremont Union High School District
Attn: Superintendent Polly Bove
589 West Fremont Avenue
Sunnyvale, CA 94087

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Bove:

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify you that Summit Public Schools (“SPS”) is submitting to the Santa Clara County Board of Education a petition for approval of SPS: Denali, a countywide charter school, which is considering operating a facility under this charter in your District.

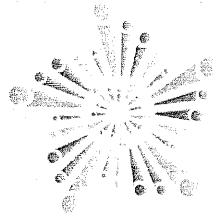
We would appreciate an opportunity to meet to answer any questions and hear your thoughts regarding this notification. We will reach out directly to your office, but please do not hesitate to contact us.

Regards,

Diane Tavenner
CEO, Summit Public Schools
Lead Petitioner for SPS: Denali

Diego Arambula
Chief Growth & Innovation Officer
Summit Public Schools

CC: Santa Clara County Board of Education
Lucretia Peebles, Director, SCCOE Charter Schools Department



summit
public schools

July 17, 2012

Sent via U.S. Registered Mail – Return Receipt Requested

Sunnyvale School District
Attn: Superintendent Dr. Benjamin Picard
819 W Iowa Avenue
Sunnyvale, CA 94086

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Picard:

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify you that Summit Public Schools (“SPS”) is submitting to the Santa Clara County Board of Education a petition for approval of SPS: Denali, a countywide charter school, which is considering operating a facility under this charter in your district.

We would appreciate an opportunity to meet to answer any questions and hear your thoughts regarding this notification. We will reach out directly to your office, but please do not hesitate to contact us.

Regards,

Diane Tavenner
CEO, Summit Public Schools
Lead Petitioner for SPS: Denali

Diego Arambula
Chief Growth & Innovation Officer
Summit Public Schools

CC: Santa Clara County Board of Education
Lucretia Peebles, Director, SCCOE Charter Schools Department



July 16, 2012

Sent via U.S. Registered Mail – Return Receipt Requested

Santa Clara Unified School District
Attn: Superintendent Bobbie Plough
1889 Lawrence Road
Santa Clara, CA 95051

Re: Notification Regarding Proposed Operation of Countywide Charter School

Dear Superintendent Plough:

Pursuant to Education Code Section 47605.6(a)(1)(A)-(B), the purpose of this letter is to notify you that Summit Public Schools (“SPS”) is submitting to the Santa Clara County Board of Education a petition for approval of SPS: Denali, a countywide charter school, which is considering operating a facility under this charter in your District.

We would appreciate an opportunity to meet to answer any questions and hear your thoughts regarding this notification. We will reach out directly to your office, but please do not hesitate to contact us.

Regards,

Diane Tavenner
CEO, Summit Public Schools
Lead Petitioner for SPS: Denali

Diego Arambula
Chief Growth & Innovation Officer
Summit Public Schools

CC: Santa Clara County Board of Education
Lucretia Peebles, Director, SCCOE Charter Schools Department



August 24, 2012

Via Hand Delivery

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

RE: Written Assurance of Petition Distribution for Summit Public School: Denali

Dear Members of the Board of Education:

As the Lead Petitioner for Summit Public School: Denali ("SPS: Denali"), a proposed countywide benefit charter school, I hereby provide written assurance that a copy of the SPS: Denali petition was given to the superintendent of each school district in which SPS: Denali plans to operate a facility, on or before the date on which the petition was submitted to the Santa Clara County Board of Education (the "County Board"). This written assurance fulfills the requirement of Section III, Finding #1 of the Santa Clara County Office of Education Guidelines Regarding Consideration of Countywide Charter Petitions.

The SPS: Denali petition was submitted to the County Board on August 24, 2012. A copy of the petition was sent by hand delivery: to Palo Alto Unified School District on August 24, 2012; to Mountain View – Whisman Elementary School District on August 24, 2012; and to Sunnyvale Elementary School District on August 24, 2012.

Copies of the written notice provided to the superintendent of each school district in which SPS: Denali plans to operate a facility are attached as an appendix to the SPS: Denali charter, and the County Board was carbon copied on all notices.

Sincerely,

A handwritten signature in black ink, appearing to read "Diane Tavenner", with a long horizontal flourish extending to the right.

Diane Tavenner
Lead Petitioner, Summit Public School: Denali
455 5th Avenue
Redwood City, CA 94063
(650) 556-1110

CC: Lucretia Peebles, Director, SCCOE Charter Schools Department


Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner

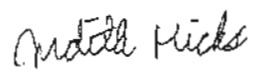


Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:


Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
JUDITH HICKS		8/20/12	84 HOLME CT. #102 STANFORD, CA 94305	650 497 7654	1	0
Melissa Schae	Mel - Sch	8/20/12	257 Olmsted Rd, Stanford, CA 94305	650-201-7748	2	0
COLIN HAYMAN		8/20/12	851 Sonoma Terrace CA 94305	6507526091	0	2
Fredr Yacobi		8/20/12	555 McLaughlin Ave - Sp. 24	408-420-0400		
Carlos Flores	Carlos Flores	8/20/12	555 McLaughlin Ave - Sp. 24	408-605-1271		
Colin Jue	Colin Jue	8/20/12	611 N 110 St	408 777 0505 ext 241		1
Maria A. Arcu	Maria A. Arcu	8/20/12	4816 Snow Dr.	408 960 3063		1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

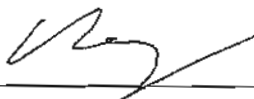




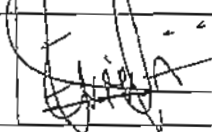
By the Lead Petitioner:

Diane Tavenner

Name  Signature 8/15/12 Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 in 2013-2014
Robby Brodsky		8/11	3022 Brook esmer	887-2820	1	1
Samuel				468295586		
		8/20	1495 W	768 2120111	2	
Rosalba Morales		8/20	3174 Mckee Rd	(408) 821-81-41	1	
Everardo Ruiz		8/10	619 N 14th St	373-0222	1	
Evika Zamora		3/20/2012	1777 34th St San Jose ca 95116	464-9816	0	

Signature _____ for Parents _____

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner

Name Signature Diane Tavenner Date 8/13/12

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 in 2013-2014
Edie Brodsky		8/11/12	3022 Brook Estates Ct	802-2580	1	
KURT HOGAN, JR		8-11-12	1565 MARVA ST. SJ CA	729-5212	1	
Melanie Garcia		8-11-12	280 N. 8th St. San Jose CA 95112	dos 874-0215		1
Elena Lem		8/10/12	578 Palmetto Dr. San Jose CA 95111	859-1845	—	—
Hugo Gonzalez		8/6/12	625 24th St San Jose CA 95116	(408) 497 7083	—	—
Chris Ferrara		8/20/12	1936 Margaret St San Jose CA 95116	(408) 332-7713	—	—

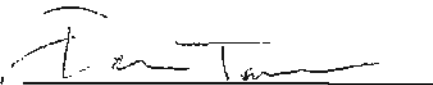
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner



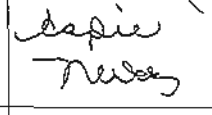
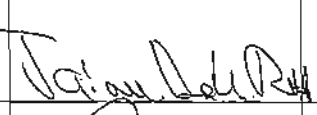
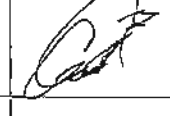
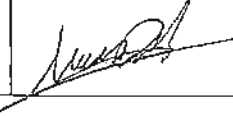
Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
LEOLA SUPPIAH		8/14/12	10520 CRESTON DR, LOS ALTOS, CA 94024	408 830-5735	1	1
DANIEL O'DONNELL		8/14/12	-11-	-11-	1	1
Espie WENNER		8/30/12	691 N. AVENUE ST San Jose CA 95112	408 295 8836	1	2
Jaime Del Rosa		8-20-12	766 W 16 TH ST San Jose CA 95112	408 903-3611	1	1
CESAR SANTIAGO		8-20-12	1285 tripp AV San Jose CA 95116	408 770-6288	1	1
Mario Boheno		8-20-12	1285 tripp AV San Jose CA 95116	408 770-9426	1	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner


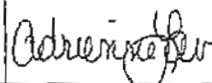
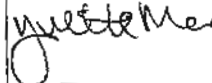
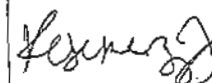


Name

Signature

Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Christhe Hernandez		8/20/12	1211 Manzana Way, Sunnyvale CA 94089	408 830 0783		2
Adrienne Larkin		8/20/12	441 Carneros Ave, Sunnyvale, CA 94086	408-730-0529		2
Yvette Mora		8/20/12	387 East ct San Jose CA 95116	408 295 7586		2
Lobato Rosemary		8/20/12	" "	209 688 0438		2 Grandchildren
Sergio Mora		8/20/12	" "	209 688 2315		2
Luis Aviles		8/20/12	565 N 12 TH ST San Jose CA 95112	408) 768-9324		1


Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner



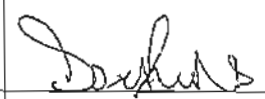
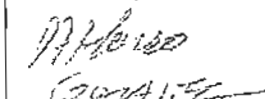
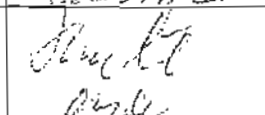
Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
TANIA CHOI		8/14/2012	95 Weseent Dr Palo Alto CA 94301	650-714-7476	1	1
MARI ARRA		8-2012	2137 Interlay Dr San Jose CA 95122	408-721-2275	2	2
Doafina Aloniz		8-2012	2080 Alum Rock AV #231 SAN JOSE CA 95118	408) 794-9533	2	1
Antonio Gonzalez		8/20/12	2064 SARRASOTA AVE SAN JOSE CA 95122	226-5772	1	1
Travelle Gonzalez		8/10/12	2064 SARRASOTA AVE	449-6735	2	

Signature: _____ for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.




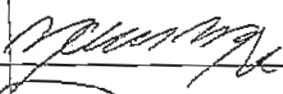
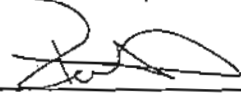

By the Lead Petitioner:

Diane Tavenner

 Name Signature Date

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 Santa Clara County Board of Education.

By the Petitioners:


Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 in 2013-2014
Pauline Lopez		8/11/12	800 N. King Rd. #207 S.J. CA 95133	NA	1	
Sarah Torres		8/11/12	2952 Castleton Dr. ST CA 95149		3	3
Cathy Duran-Hultin		8/11/12	1395 Dahlia Loop San Jose, CA 95126	(408) 396-2802	2	
Nora Mejia		8/11/12	2142 Cerro Kamuk Ct. San Jose, CA 95116	(408) 923-8321	1	
Patricia Arenas		8/11/10	3925 Emerald Isle Lane San Jose CA. 95135	408 531-8609		
MARY ANN MITCHELL		8/11/12	4664 Rose Ave SAN JOSE, CA 95127	408 439 8143	0	0

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

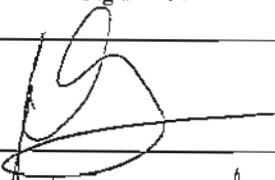
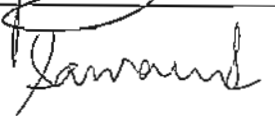
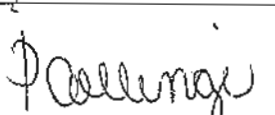
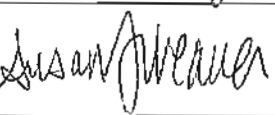
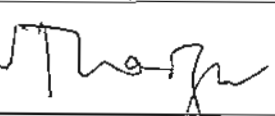
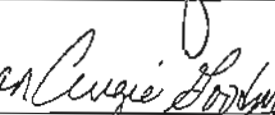
By the Lead Petitioner:

Diane Tavenner

Name _____ Signature  Date 8/13/12

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 in 2013-2014
Rachel Eruby		8/11/12	10110 Bedford St San Jose CA 95127	408 373-1167	0	
SARVA CHANNARAJURS		8/11/12	3085 LISMORE COURT SAN JOSE CA 95135	408 528 8239	0	
Pearl Collinge		8/11/12	3608 Kelso Ct San Jose Ca	334 1255	1	
Susan Weaver		8/11/12	3386 Niva Vista Circle San Jose, CA 95132	408 259-3118	2	
THAO NGUYEN		8/11/12	1875 St Andrews Pl SAN JOSE, CA 95132	408 - 929-4381	1	
Angie Goodman		8/14/12	6272 Concord Oak Way, San Jose, CA 95135	408 - 532-7117	2	

Signature _____ for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

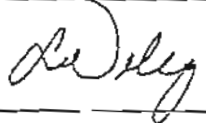

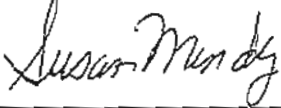

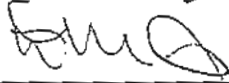
By the Lead Petitioner:

Diane Tavenner

 Name Signature 5/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 in 2013-2014
Lovina Wiley		8/11/12	2010 Swames Ct. San Jose, CA 95132			
GARY GOODMAN		8/11/12	6272 Grand Oak Way SJ, CA 95135		2	
Susan Mendez		8/11/12	1533 Calco Crk Dr SJ CA 95127		0	
Ernest Mendez		8/11/12	1533 Calco Creek Dr. SJ, CA 95127		0	
ELIZABETH MUSQUEZ		8/11/12	1482 Cliffwood SJ 95122		0	


Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner


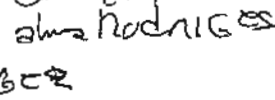
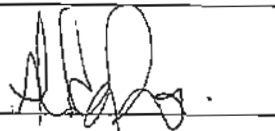
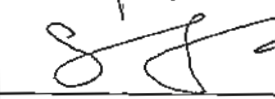

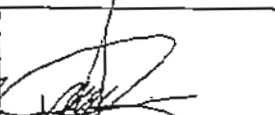
Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Diana Hsien		8/14/12	1027 Garrity Way Santa Clara	408987-9963		2
Alma Rodriguez		8/29/12	632 ARZ calle IS SAN JOSE	408 4767653		1
Alicia Romero		8/20/12	918 E Taylor St 95112	505 3620223		1
Song Gan		8/20/12	2319 Meadowmont DR San Jose	(408) 9370866		1
Rosa Zuniga		8/20/12	965552 Fournier's Ave San Jose	408-220-4376		2
Martha Lopez		8/20/12	44 Schaff Ave San Jose CA 95116	(408) 62879952		

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.



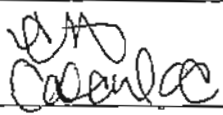
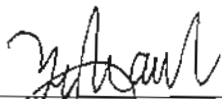
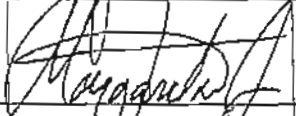
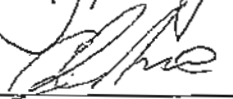
By the Lead Petitioner:

Diane Tavenner

Name
Signature Diane Tavenner
Date 2/13/12

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Juana Torres		08-20-12	49.5. 23 rd st. #2 San Jose CA 95116	(408) 885-0108	0	2
Chen Wang		8/20/12	1193 Arabica Ter. San Jose CA 95126	(408) 899-9835	1	0.
Elizabeth Cabartoc		8-20-12	702 Davenport Dr. San Jose CA 95127	(408) 417-2102	0	1
Trang Nguyen		8/22/12	3921 Payne Ave. ST CA 95117	(408) 2467205	1	
Margarita		8/20/12	3632 Heath Cot Ct	408 5007981	2	
Claudia Goral		8/20/12	1825 Ocala Ave San Jose, CA 95122	468 836-9188	1	

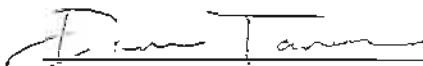
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner


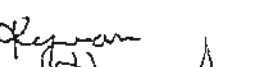
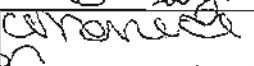
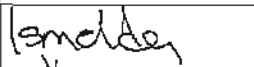


Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Pedro Marin		8/20/12	12750 Mabury Rd San Jose	408/4973285		2
Kayoanna Hernandez		8/20/12	1624 Longview St San Jose, Ca	408-478-1270		2
Monica Centambras		8/20/12	4562 Spruce Way San Jose, CA 95111	408 629-1836	2	2
Ismelda Lopez		8/20/12	2151 Oakland Rd #17 San Jose, Ca.	408 966 4680		1
Beatriz A Roa		8/20/12	581 Avalani Av	702 542-2963	1	1
Kristie Gallegos		8/20/12	369 Destino Cir. San Jose CA	408 345-6409	0	3

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.


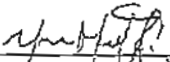
By the Lead Petitioner:

Diane Tavenner

Name Diane Tavenner Signature 8/13/12 Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Mercedes Torres		8/20/12	754 The Alameda #1303	408-1077-8974	0	1
Rozanne Lynn	Rozanne Lynn	8/20/12	463 wooster ave Apt 69	408 564-4844		
Yohana		8/20/12	1532 463 wooster Ave	408 903 9341		1
Angel Antonia	Angel Antonia	8-20-12	422 N 26th st AP#2	408 469 1605		2
Teodora Vilhina	Teodora Vilhina	8-20-12	1298 Tripp ave #5 S.J. CA 95116	408-661-0088		2
Ernestina Vilhina	Ernestina Vilhina	8/20/12	2086 Lucretia Ave Apt 208	408 824-3101	1	2

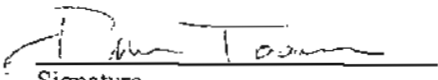
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner

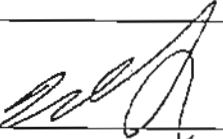

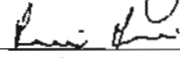
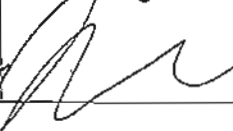
Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

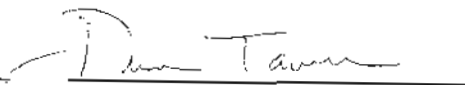
Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Maria Ahumada		8-20-2012	1721 Sundown Lane SSCA 95127	408.907-5554	0	2
Armenta	CARMETA	8-20-12	451 N 8TH ST, SAN JOSE CA 95117	(408) 287-0968	1	
Melanie		8/20/2012	208 S 22nd St JRCR	836-0232	0	1
Maria Morano		8/20/12	349 Wooster ave	466-5890	1	1
Ariane Trujillo	Ariane Trujillo	8/20/12	2041 Lyons Dr. San Jose, CA 95116	373.9255	1	1
Jared Piancone		8/20/12	179 N. 25th St. San Jose, CA 95116	408-207-3608		2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

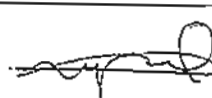

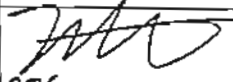
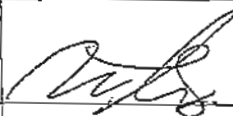

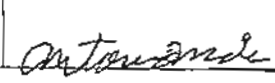
By the Lead Petitioner:

Diane Tavenner

Name _____ Signature  Date 8/13/12

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 Santa Clara County Board of Education.

By the Petitioners:


Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Yadiri Avenda		8/10/12	455 W. Abel St. #3 Milpitas Ca. 95035	408-300-9108	1	1
Eve Arcinieg		8/10/12 8/20/12	1235 Whittom Ave San Jose CA 95116	(408) 289-8782		3
Mark Masters		20 Aug 12	11177 Canon Vista San Jose Ca 95127	408 254-0231	2	2
Manisela Tello		8-20-12	122 W 4 th St suite B, San Jose	408)993-8270	1	1
Patriar Castillo		8-20-12	351 N 26th #1 San Jose CA 95116	(408) 297-0788	1	1
Antonionca Antonianca		8/13/12	172 W 24 th St San Jose Ca. 95114	408-297-556	1	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

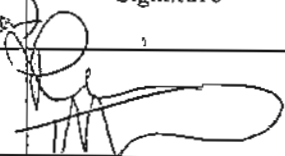
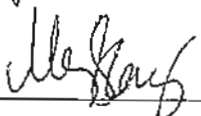
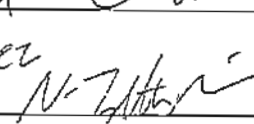

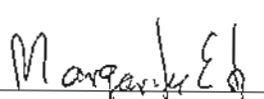
By the Lead Petitioner:

Diane Tavenner

Name _____ Signature  Date 8/15/12

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Randi Chambers McMASTERS		8/20/12	11177 Canon Vista Ave SJ CA 95127	(408) 496-5787		2
Maria Saenz		8/20/12	2845 Granite Creek Pl San Jose CA 95112	408 373-1909		
Ethel Miranda	EMD	8/20/12	1285 Tripp Av apt #23	408 373-03-82	X	2
Norma Ramirez		8/20/12	3217 Thousand Pines Ct San Jose CA 95127			2
TAM TRAN		8/20/12	15848 RICA VISTA WY, SJ 95127	408-900-9935		2
Margarita		8/20/12	26519 th St # Saj 95116	91263120		1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner

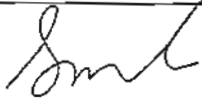
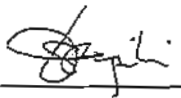
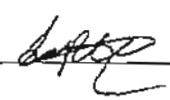
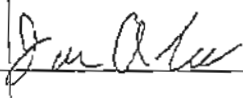


Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

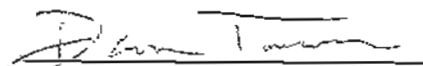
Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Diana Tavenner		8-20-2012	761 Warring Dr	(408) 416-2723	1	1
JOCELYN CAPILI		8/20/12	1818 AVENIDA DE COBRE	(408) 826-1010	1	1
Maria Malagon		8-20-12	459 N 6th St San Jose CA	(408) 666-2147		1
Jose A Serrano		8-20-12	71 Castlebridge dr S.J CA 95116	(408) 712-8145	1	1
Ruth Nebrano		8/20/12	72 Kentucky Pl. S.J CA 95116	(408) 529-3253		1
Abel Sinner		8/20/2012	358 West Ct San Jose 95116	408 893-0987	7	

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

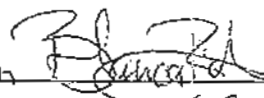
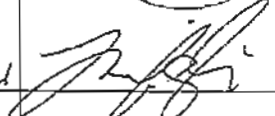
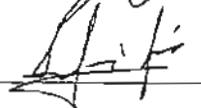
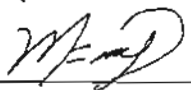


By the Lead Petitioner:

Diane Tavenner

Name  Signature 8/13/12 Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Blanna Robinson		8/20	2535 Shilstone Cir. San Jose 95121	408-410-1754	1	1
RODOLFO CAPILI		8/20	121 TALMADGE AV. SAN JOSE CA 95127	(408) 826-1010	1	1
Ana Guzman		8/20	2342 Mammoth Dr #1 San Jose CA 95116	(408) 6853799	1	0
Fabiola Lopez		8/20	174 N 17TH ST San Jose CA 95112	(408) 599-7843		1
Christiana Gardner		8/20	331 N. 21 St San Jose CA 95112	(408) 661-5569	1	1
Carlos Canara		8/29/12	#12 422 N 26 St San Jose CA 95116	408 8497492	2	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner

Name

Diane Tavenner
Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:


Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
angie Toscano	<u>angie Toscano</u>	<u>8/20/12</u>	<u>1504 Grand Blv. ALVISO, CA</u>	<u>(408) 824-4301</u>	<u>2</u>	<u>2</u>
Jennifer Lyons	<u>J. Lyons</u>	<u>8/2/12</u>	<u>2580 Alum Rock Ave #102, SJ 95116</u>	<u>(650) 630-4515</u>		<u>1</u>
Rosa Alatorre	<u>Rosa Alatorre</u>	<u>8/20/12</u>	<u>149 NORTH 7th street San Jose CA. 95112</u>	<u>408 4726426</u>	<u>3</u>	<u>3</u>
Tina Yanez	<u>Tina Yanez</u>	<u>8/20/12</u>	<u>766 N 14th St. 95112</u>	<u>408 472-9111</u>	<u>1</u>	<u>1</u>
MERLE RICHARDS	<u>Merle Richards</u>	<u>8/2/12</u>	<u>664 N. Abel St. Milpitas CA 95035</u>	<u>(408) 366-9923</u>	<u>1</u>	
Tomasa Arroyo	<u>Tomasa A.</u>	<u>8/2/12</u>	<u>4816 Snow Dr San Jose. 95111</u>	<u>(408) 506-8016</u>	<u>2</u>	<u>2</u>

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.




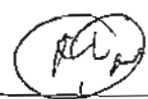

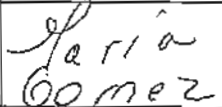
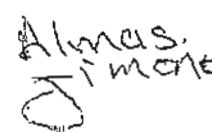
By the Lead Petitioner:

Diane Tavenner

Name _____ Signature  Date 8/13/12

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 Santa Clara County Board of Education.

By the Petitioners:

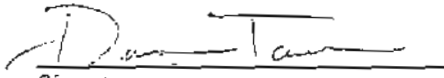
Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Shayna Sullivan		8/20/12	106 Haskins Ct. #101 Stanford CA 94305	650-497-5366	1	1
Dolly Diefenbaugh		8/20/12	3559 Laguna Ct Palo Alto CA 94306	650-223-9421	0	1
Reyna Somano		8/20/12	295 Sereno Vista Way Sun Jose CA 95116	408 648 6956	2	0
Marib Ortiz		8/20/12	Story R. San Jose CA 95116	415 716 06 27	2	1
Faviola Pabon		8/20	2150 TASMAN DR 202 SANTA CLARA CA 95054	408 660 5118	1	1
MARIA GOMEZ		8/20/12	3431 MT EVEREST DR. San Jose Ca 95127	408 9260545	1	
Almas Jimenez		8-20-12	3170 Mt Nokimley Dr 95127	(408) 757698	1	1

Signal Age for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

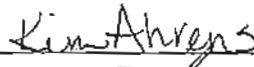

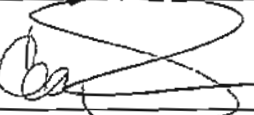
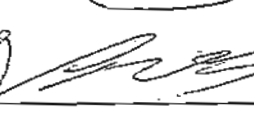
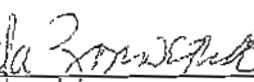
By the Lead Petitioner:

Diane Tavenner

Name _____ Signature  Date 8/13/12

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 Santa Clara County Board of Education.

By the Petitioners:

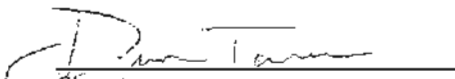
Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
KIM AHRENS		8/14	635 LOS ALTOS AVE. LOS ALTOS	650 961 9612	1	1
GIN AHRENS		8-14	635 Los Altos Ave, Los Altos 94022	650.961.9612	1	1
Cecelia TOWN		8/14	717 Buddlown Way, Campbell 95008	408 378-5818	1	1
Yuhong Huang		8/14/12	1331 Isabelle Ave. Mountain View 94035	(650) 704-3783	1	1
Maria A Juarez	Maria A Juarez	8-20-12	1146 ROSE BRIAR WAY SAN JOSE CA 95131	(408) 590 2251	1	1
Zenia Estrada		8-20/12	2587 Sierra Grande Way S. Jose CA. 95716	(408) 661-4506	0	0
MARCO BAFFA	MARCO BAFFA	8/20/12	1285 TRIP AC. #16 SAN JOSE CA. 95116	(416) 204-9491	0	2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

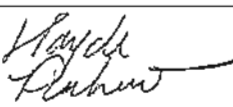

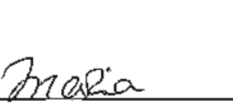
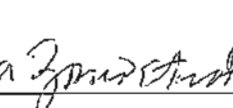
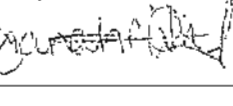
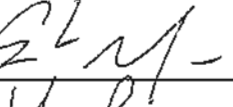
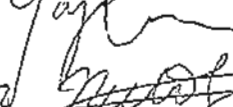

By the Lead Petitioner:

Diane Tavenner

Name _____ Signature  Date 8/13/12

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Hayde Pacheco		8/20/12	911 Cape Jessup Dr. San Jose, CA 95133	(408) 396-0878	0	2
Blanca Garcia		8/20/12	968 E Santa elara St #32	408 295 5152	1	1
maria Flores		8/20/12	70n Jackson Ave #10 San Jose CA	408 729-9154	1	
Zonia Estrada		8/20/12	2587 Sierra Grande way San Jose, CA 95110	408 662-1406	0	0
Sarah Valentine		8/20/12	4103 Woodster Ave #B1 SJ 95116	408-661- 2554	1	1
Erika Garcia		8/20/12	1089 N 5th St, Apt 1 SJ 95112	408 582- 4942	0	1
Yaira		8/20/12	1826 Midfield ave apt 6 SJ. 95122	(408) 373-5725	0	1
Nadia Lopez		8/20/12	1839 Bagf, e way San Jose Ca	4088361896	0	0

Signature for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner

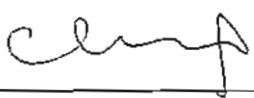



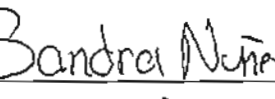
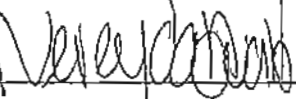
Name

Diane Tavenner
Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Lindy Wang		8/14/12	543 Carla Ct., Mountain View, CA 94040	650-799-2881	1	1
Katharine Brown		8/14/12	15788 Lester Lane, Los Gatos, CA 95032	408-857-6181	1	1
Richard Smith		8/14/12	15188 Lester Ln, Los Gatos CA 95032	408-204-3714	1	1
Sean Scarlett		8/14/12	543 Carla Court, Mountain View, CA 94040	650-224-1179	1	1
Sandra N		8/14/12	472 Carpenter Way, San Jose CA 95111	408) 590-2142		
Nereyda Fuentes		8/14/12	565 N 12th St San Jose CA 95112	408) 200-4103		1

Mario Gonzalez Maria Gonzalez 658 banff st Apt#6 (408) 515-8476 1

Sands Rodriguez 8/20/12 N 26th St Apt 14 San Jose CA 95116 408 286-0143 SI
 Augusto Gallegos 8/20/12 369 Destino Cir San Jose CA 95133 3
 Marcial Ramirez 8/20/12 661 S. 9th St. CA 95112 (408) 355-5538 3
 Larina Ayon 8/20/12 1921 Lanai Ave San Jose CA 95122 408-649-4159 3
 Alexandria Taylor 8/20/12 497 N. 20th St S.J. CA 95112 408) 892-6778 1
 Abel Hernandez 8/20/12 1475 S. King Rd San Jose CA 95122 (408) 373-6180 1
 Jose Antonio Serrano 8/20-12 → 71 Castlebridge Dr S.J. CA 95116 (408) 712-8145 1 0
 Shisay Zalavudina 8/20/12 360 Wooster Av San Jose 415-902-5009 1 0
 8/20/12 402 N 26th St Apt #16 San Jose CA 95116 (408) 286-0143 1
 Guillermina Zamudio 8/10/12 527 McLaughlin Av. SJC 302 408 990 5784
 Guillermo Garcia 8/10/12 1285 Tripp Ave San Jose 95116 (408) 417 1111
 Diana Trana 8/10/12 761 Wynn Ave San Jose 95123 408-466-2728
 Margarita Ibarra 8/20/12 3632 Heather St S.J. CA 95132 (408) 286-0143
 Donna Kelle 8/20/12 3659 Bell Ct S.J. CA 95132 (408) 505-026

Maria Hernandez	08/20/12	3601 Kenyon Ct San Jose CA 95127 (408) 648-2734 (408) 408-0073	2015 2	Acuceno.Mende.77@yahoo.com
HUYEN LE	8/20/12	2192 Lakewood Dr SAN JOSE, CA 95132	(408) 946 1424 (408) 391 2620	3
Obed Echeverria	8/20/12	225 Redwood Ave. Apt 1 RWC	(650) 281-8580	Acuceno.Mende.77@yahoo.com
Rosa Gonzalez	8/20/12	2723 Alvin Rock Ave #2	95122 (408) 645-3113	


<u>Name</u>	<u>Signature</u>	<u>Address</u>	<u>Phone</u>	<u>Date</u>	<u>Grade</u>	<u>Initials</u>
Jacqier	Lomelis	333 N. St #2 1406 Murphy Ave S. J. 95131	(408) 833-0374	8/20/12		
Rosio	Gonzalez	1406 Murphy Ave S. J. CA 95131	(408) 646-0906	8/20/12		✓
Bledmar Simon	Bledmar Simon					✓

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

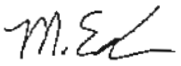
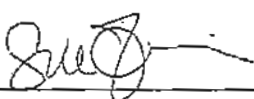
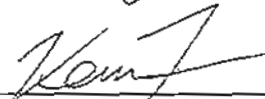

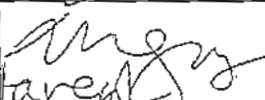
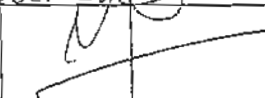
By the Lead Petitioner:

Diane Tavenner

Name  Signature 8/13/12 Date

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 Santa Clara County Board of Education.

By the Petitioners:

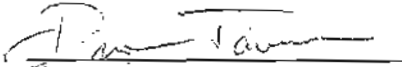
Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Monique Edmondson		8/18	688 Drucilla Dr. Mtn View, CA 94040	650 996 8604	0	2
Sue Fliess		8/18	534 Drucilla Dr. Mtn. View	650-988-9586	0	2
Kevin Fliess		8/18	"	"	0	2
Mark Edmondson		8/18	688 Drucilla Dr Mtn View	650 996 0718	0	2
Neissa Wong Vantare		8/18	2491 Aztec Way Palo Alto CA 94303	650 776 9099	1	2
Yulee		8-18	754 De Sta Dr Palo Alto CA 94303	650 324 3220	1	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

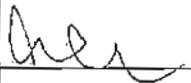
By the Lead Petitioner:

Diane Taverner

Name  Signature 8/13/12 Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Gloria Chen		8/20/2012	2611 Colorado Avenue Redwood City, CA 94061	650-644-5178	0	2


Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner

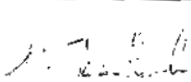
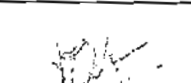
Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:


Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Sandeep Tamhankar		8/21/12	230 N. MURPHY AVE., SUNNYVALE	650 796-2589	0	2
Radhika Tamhankar		8/21/12	"	"	"	1

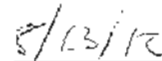
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

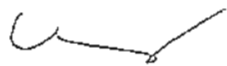
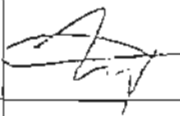
Diane Tavenner


Signature


Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Leonard Teng		8/21/12	306 Alvarado Ave, Los Altos, CA 94022	650-823-1806		2
MIN TENG		8/13/12	306 Alvarado Ave, Los Altos, CA 94022	650-823-1806		2

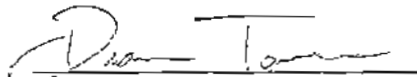
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner


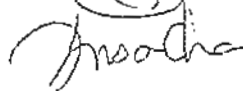

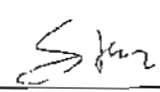
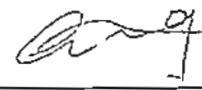

Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

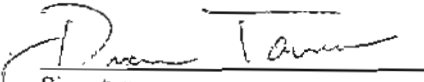
Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Mimi Fung		8/17/12	1275 Trostewood Ln SJ CA 95138	408-947-6883	0	2
Arson Chan		8/17/12	1275 Trostewood Ln SJ CA 95138	408-947-6883	0	2
Sharon Yan		8/18/12	3909 W. Rincon Ave. Campbell, CA 95008	408-866-1138	0	2
Sarina Han		8/18/12	6482 Hirabayashi Drive San Jose, CA 95120	408-221-8862	0	2
Chris Gong		8/18	3909 W. Rincon Ave. Campbell, CA 95008	408-866-1138	0	2
EMILY PI		8/18	2757 BLAINE CT., SAN JOSE CA 95138	408-802-0705	0	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.


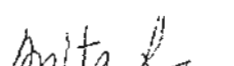
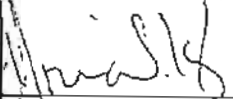
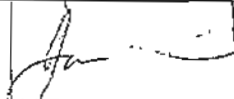
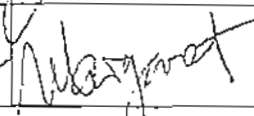
By the Lead Petitioner:

Diane Tavener

Name _____ Signature  Date 8/13/12

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 Santa Clara County Board of Education.

By the Petitioners:

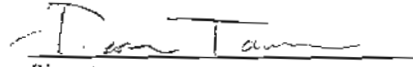
Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Ruiping zhou		8/20/2012	1540 BERGEN C.T. San Jose, CA 95131	408 9371416	0	2
Anita Lam		8/20/2012	4123 Feafel Dr. S.J. CA 95134	408-894-0983	0	2
MICHAELLO	M-L	8/20/2012	4123 Feafel Dr San Jose 9.5134	408 515-2150	0	2
	Maria Kang	8/20/12	192 ELEANOR AVE LOS ALTOS CA 94022	408 921 5912	0	1
Jane Hsiao		8/20/12	348 S. Gordon Way Los Altos CA 94022	(650) 555-3775 511 917-9634	1 1	2
Margaret Mck		8/20	1472 Kingfisher Way Sunnyvale CA 94087	408 285 0367	0	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

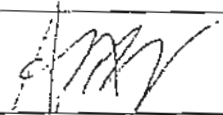
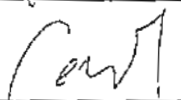

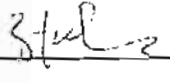
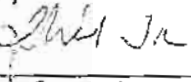
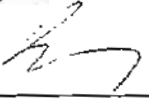
By the Lead Petitioner:

Diane Tavenner

Name _____ Signature  Date 8/13/12

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
DAVIS YEUNG		8/20/12	181 JENKINS LN, MOUNTAIN VIEW	408-242-2278	0	2
CAROL CHEUNG		8/20/12	181 JENKINS LN, MOUNTAIN VIEW, CA 94043	408-736-3167	0	2
Vivien Dali		8/20/12	530 Front Lane, Mountain View, CA 94041	650-260-3281	0	1
Stephan Inawanga		8/20/12	530 Front Lane, Mountain View, CA 94041	650-260-3281	0	1
Sheila Tai		8/20/12	936 Rincon St Mtn View CA 94040	408 518 2217	0	2
Brian Tang		8/20/12	936 Rincon St. Mtn View CA 94040	650 946 0195	0	2

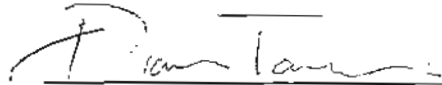
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner


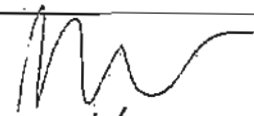

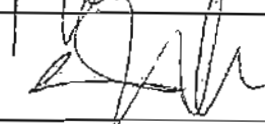
Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Jessica Palmer		8/20/12	922 Mastadeio Ave, Palo Alto 94306	415-812-4206	0	2
Michael Palmer		"	"	"	0	1
James Lenoir		8/21/12	1402 Channing Ave, Palo Alto, 94301	650-289-9020	0	2
Marianne Wu		"	"	"	"	"

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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.

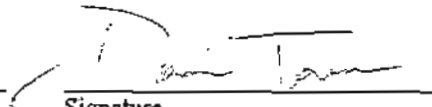
By the Lead Petitioner:

Diane Tavenner

Name

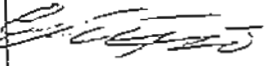
Signature

Date

 8/13/12

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 to 2013-2014	Number of children entering 6-12 after 2013-2014
Eric Frick		8-21-2012	1331 Isabelle Ave. Mountain View, CA 94040	650-704-3563	2	2

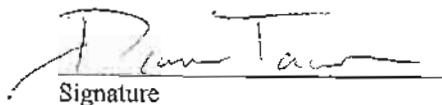
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner

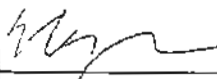
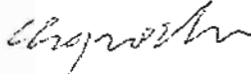
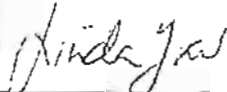
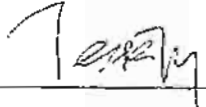
Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Su Feng Sun		8/21/12	1034 Sitka Terrace Sunnyvale CA 94086	408-260-2127	2	2
She Ping Chen		8/21/12	1034 Sitka Terrace Sunnyvale CA 94086	408-507-2936	2	2
Linda Yau		8/21/12	5013 Silver Estates San Jose, CA 95135	408-238-4354	0	2
Tech Ty		8/21/12	3013 Silver Estates San Jose, CA 95135	408-238-4354	0	2

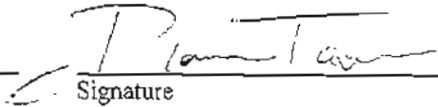
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner

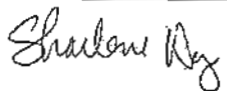
Name


Signature

8/15/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
SHARVONE WALKY		8/15/12	1623 CROW CT., SUNNYVALE, CA 94087	408-746-0444	1	1

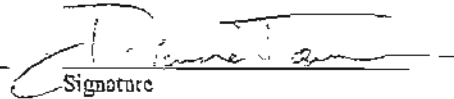
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavener

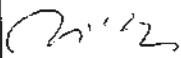
Name


Signature

8/15/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

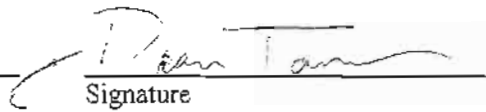
Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Wenhui BAO		8/19	7435 Tiptoe Ln, Cupertino, CA 95014	408-332 -4381	1	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School Denali agree 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.

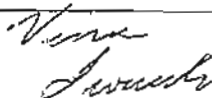
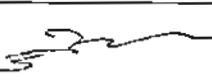
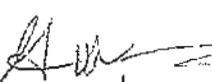
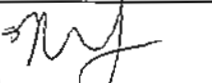
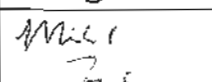
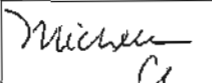
By the Lead Petitioner:

Diane Tavenner

Name _____ Signature  Date 8/3/12

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
VINCE IWASAKI		8/12/12	825 PEACH AVE. SUNNYVALE, CA 94087	(408) 737-2207	0	2 3
Carol Hay		8/17/12	1085 S. WOLF RD SUNNYVALE, CA 94087	650- 218-0788	0	1 2
Geneva Wong		8/17/12	1645 S WOLF RD Sunnyvale	650 255-4715	0	2
Harold Yin		8/17/12	1110 Parkington Ave Sunnyvale CA 94087	408-732- 8707	0	2
MIKE FOURKAS		8-17-12	262 Quetta Ave Sunnyvale CA 94087	408 650 776-9531	1	0 1
Michele Chin		8/19/12	984 W. Knickerbocker Dr. Sunnyvale, CA 94087	650 501-4491	0	1

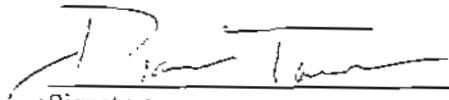
Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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:

Diane Tavenner


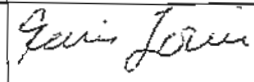
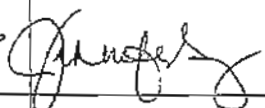

Name


Signature

8/13/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	Number of children entering 6-12 in 2013-2014	Number of children entering 6-12 after 2013-2014
Irene Liu Iwasaki		8/21/2012	825 Peach Avenue Sunnyvale CA 94087	408-737-2207	0	3
Eunice Louie		8/19/12	1067 Lois Ave Sunnyvale, CA 94087	408-530-0193 650-999-8443	0	3
JENNIFER GRAY		8/21/12	1234 Sesame Ct Sunnyvale CA 94087	408 735-9743	0	3
Caroline Jones		8/21/12	801 Elmwood Dr Shakel CA 94087	408 873 6383	0	3



September 7, 2012

Via hand delivery

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

RE: Written Assurance of supplemental signature pages added to charter petition for Summit Public School: Denali

Dear Members of the Board of Education:

As the Executive Director for Summit Public School: Denali ("SPS: Denali"), a proposed countywide benefit charter school, I hereby provide written assurance that a copy of the SPS: Denali charter petition was given to the superintendent of each school district in which SPS: Denali plans to operate a facility, on or before the date on which the petition was submitted to the Santa Clara County Board of Education (the "County Board"). This written assurance fulfills the requirement of Section III, Finding #1 of the Santa Clara County Office of Education Guidelines Regarding Consideration of Countywide Charter Petitions.

The SPS: Denali petition was originally submitted to the County Board on August 24, 2012. A copy of the petition was sent by hand delivery to: Mountain View Los Altos School District, Mountain View Whisman School District, Sunnyvale School District, Fremont Union High School District, and Santa Clara Unified School District on August 24, 2012. Copies of the written notice provided to the superintendent of each school district in which SPS: Denali plans to operate a facility are attached as Appendix DD to the SPS: Denali charter, and the County Board was copies on all notices.

On September 7, 2012, supplemental signature pages were hand delivered to the five school districts mentioned above. Copies of the letters sent to each of the superintendents are attached.

Please let me know if you have any questions.

Sincerely,

Joseph Bielecki
Executive Director, Summit Public School: Denali
Summit Public Schools
455 5th Ave
Redwood City, CA 94063

CC: Lucretia Peebles, Director, SCCOE Charter Schools Department

Attachments: Copies of five letters delivered to Mountain View Los Altos School District, Mountain View Whisman School District, Sunnyvale School District, Fremont Union High School District, and Santa Clara Unified School District on September 7, 2012.



September 7, 2012

Via hand delivery

Sunnyvale School District
Attn: Superintendent Benjamin Picard
819 W. Iowa Avenue
Sunnyvale, CA 94086

RE: Addition of signature pages to charter petition for Summit Public School: Denali

Dear Superintendent Picard,

Please find the attached three teacher signature pages as replacements for the three teacher signature pages found at the beginning of the last tab of the charter petition submitted on August 24th. The addition of these pages completes the original petition.

Thank you for your attention to this addition to our charter petition.

Please let me know if you have any questions.

Sincerely,

Joseph Bielecki
Executive Director, Summit Public School: Denali
Summit Public Schools
455 5th Ave
Redwood City, CA 94063

CC: Lucretia Peebles, Director, SCCOE Charter Schools Department



September 7, 2012

Via hand delivery

Fremont Union High School District
Attn: Superintendent Polly Bove
589 West Fremont Ave
Sunnyvale, CA 94087

RE: Addition of signature pages to charter petition for Summit Public School: Denali

Dear Superintendent Bove,

Please find the attached three teacher signature pages as replacements for the three teacher signature pages found at the beginning of the last tab of the charter petition submitted on August 24th. The addition of these pages completes the original petition.

Thank you for your attention to this addition to our charter petition.

Please let me know if you have any questions.

Sincerely,

Joseph Bielecki
Executive Director, Summit Public School: Denali
Summit Public Schools
455 5th Ave
Redwood City, CA 94063

CC: Lucretia Peebles, Director, SCCOE Charter Schools Department



September 7, 2012

Via hand delivery

Mountain View Whisman School District
Attn: Superintendent Craig Goldman
750-A San Pierre Way
Mountain View, CA 94043

RE: Addition of signature pages to charter petition for Summit Public School: Denali

Dear Superintendent Goldman,

Please find the attached three teacher signature pages as replacements for the three teacher signature pages found at the beginning of the last tab of the charter petition submitted on August 24th. The addition of these pages completes the original petition.

Thank you for your attention to this addition to our charter petition.

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Joe Bielecki", written in a cursive style.

Joseph Bielecki
Executive Director, Summit Public School: Denali
Summit Public Schools
455 5th Ave
Redwood City, CA 94063

CC: Lucretia Peebles, Director, SCCOE Charter Schools Department



September 7, 2012

Via hand delivery

Mountain View Los Altos School District
Attn: Superintendent Barry Groves
1299 Bryant Avenue
Mountain View, CA 94040

RE: Addition of signature pages to charter petition for Summit Public School: Denali

Dear Superintendent Groves,

Please find the attached three teacher signature pages as replacements for the three teacher signature pages found at the beginning of the last tab of the charter petition submitted on August 24th. The addition of these pages completes the original petition.

Thank you for your attention to this addition to our charter petition.

Please let me know if you have any questions.

Sincerely,

Joseph Bielecki
Executive Director, Summit Public School: Denali
Summit Public Schools
455 5th Ave
Redwood City, CA 94063

CC: Lucretia Peebles, Director, SCCOE Charter Schools Department



September 7, 2012

Via hand delivery

Santa Clara Unified School District
Attn: Superintendent Bobbie Plough
1889 Lawrence Road
Santa Clara, CA 95051

RE: Addition of signature pages to charter petition for Summit Public School: Denali

Dear Superintendent Plough,

Please find the attached three teacher signature pages as replacements for the three teacher signature pages found at the beginning of the last tab of the charter petition submitted on August 24th. The addition of these pages completes the original petition.

Thank you for your attention to this addition to our charter petition.

Please let me know if you have any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Bielecki", with a long horizontal flourish extending to the right.

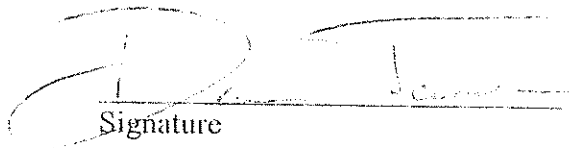
Joseph Bielecki
Executive Director, Summit Public School: Denali
Summit Public Schools
455 5th Ave
Redwood City, CA 94063

CC: Lucretia Peebles, Director, SCCOE Charter Schools Department

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the Charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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 have read a summary of the petition that adequately and appropriately describes the education program set forth in the petition, and that they are teachers who are meaningfully interested in teaching at Summit Public School: Denali.

By the Lead Petitioner:

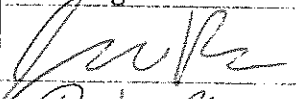
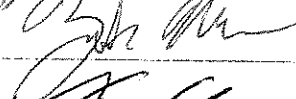
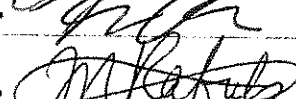
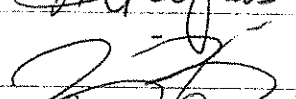
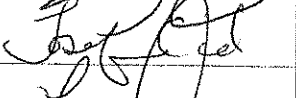

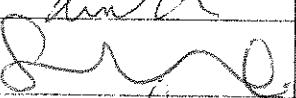


Diane Tavenner
Name


Signature

9/6/12
Date

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 Santa Clara County Board of Education.

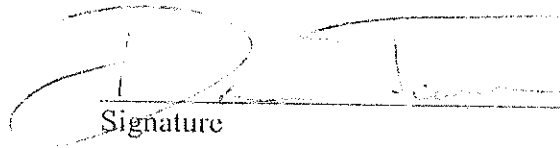
By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
Jesse Roe		9/6/2012	Secondary Math	973-534-7570
Zachary Miller		9/6/2012	Secondary Math	415-939-5632
Kevin O'Brien		9/6/12	Secondary Biology Secondary Chemistry Secondary Math	530-400-3870
Maylen Rafals		9/6/12	Secondary Spanish, French, math	202-390-6286
Sonia Jimenez		9/6/12	Secondary Spanish	650 465 0474
Josefina Cid		9/6/12	Secondary Spanish	(408) 607-2713
Leonei Carrillo		9/6/12	Secondary Spanish	(619) 504-3957
Trina Lee		9-6-12	secondary chemistry, biology	858-395-3175
Shannon Dnskell		9/6/12	secondary English	408 515 7056
Drew Larson		9/6/12	secondary science	480-748-7547

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the Charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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 have read a summary of the petition that adequately and appropriately describes the education program set forth in the petition, and that they are teachers who are meaningfully interested in teaching at Summit Public School: Denali.

By the Lead Petitioner:




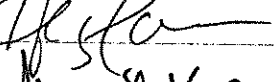
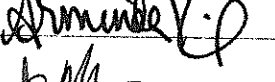
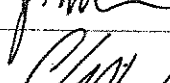




Diane Tavenner
Name


Signature

9/6/12
Date

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 Santa Clara County Board of Education.

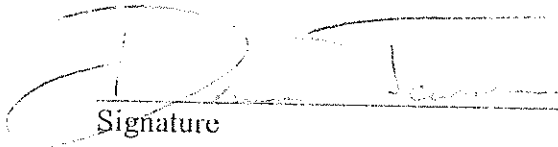
By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
LeAnn Bisch		9/6/2012	Single Subject - Social Science/Clear Level 1 Ed. Specialist	650-353-0970
Jaime Prado		9/6/2012	Single Subject - Spanish, Social Studies BLAD Spanish	510 396-5262
Daniel Torres-Rangel		9/6/12	Single-Subj. Math, ESL	650-223-1310
HENRY Lonemann		9/6/12	single-subject Eng & Soc NBPTS aka Math	650-393-4285
Arminda King		9/6/12	CA Clear - Math CLAD	504-250-3825
J.P. Nelson		9/6/12	CA Clear English & Spanish	650 269 3697
Chris Lewine		9/6/12	Single Subject Secondary Math	650 503 3747
Kevin Beck		9/6/12	Secondary Science	650 217 2163
Mayra Chaudh		9/6/12	Secondary Science	818 263-2591
MONICA SIRGARD		9/6/12	SECONDARY SCIENCE	650-387-8596

We the undersigned believe that the attached Charter for the creation of Summit Public School: Denali merits consideration and hereby petition the Santa Clara County Board of Education to grant approval of the Charter pursuant to Education Code Section 47605.6 to enable the creation of Summit Public School: Denali. The Petitioners for Summit Public School: Denali agree 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 have read a summary of the petition that adequately and appropriately describes the education program set forth in the petition, and that they are teachers who are meaningfully interested in teaching at Summit Public School: Denali.

By the Lead Petitioner:

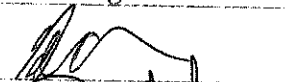
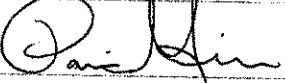






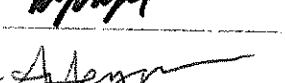
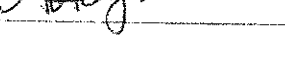
Diane Tavenner
Name


Signature

9/5/12
Date

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 Santa Clara County Board of Education.

By the Petitioners:

Print Name	Signature	Date	Credentials Held	Phone Number
James Osmon		9/6/2012	Education Specialist Instruction Credential, moderate/severe DIS.	781-820-1052
Patti Giamori		9/6/2012	Spanish Lang. & Lit Teaching Credential	(919) 606-9882
Kiran Lodhie		9/6/2012	English Secondary	(314) 897-3048
Abbie Coffee		9/6/2012	Social Studies Secondary M.Ed. Credential	931-601-4888
Nichole Kim		9/6/2012	Social Studies Secondary M.A.E.D. Credential	650-701-7015
Shannon Kirkpatrick		9/6/2012	Secondary English - M.Ed.	503-523-7914
GREG POWIKIAN		9/6/2012	Social Sciences Sec. Cred.	408 832 7342
Catherine Williams		9/6/2012	M. Ed., Secondary Credential	(262) 844-5873
KYLE MOYER		9/6/2012	Secondary Math - Masters Ed.	415-640-0372
Andree Heyneman		9/6/2012	Secondary Science - physics and chemistry	650-575-2874