Summit Public Schools: Tahoma

Charter Renewal Petition
for a Five-Year Term July 1, 2027 through June 30, 2032
Submitted to the Santa Clara County Office of Education
August 31, 2026

RECEIVED

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CHARTER SCHOOLS DEPARTMENT

Santa Clara County Office of Education

Renewal Petitioner Certification Form

(TO BE USED FOR RENEWAL OF A SANTA CLARA COUNTY BOARD OF EDUCATION-AUTHORIZED CHARTER)

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §47605(b) and 47605.6(b).

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

Instructions to Lead Petitioner
1. Complete the SCCOE Charter Renewal Review Matrix Form (including petition page numbers).
2. Complete and sign this Petitioner Certification Form.
3. Submit completed & signed Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter petition to SCCOE Charter Schools Department.

(A) The petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current program offered by the charter school.	■ YES ☐ NO
(B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for the most recent preceding two years and any/all other data, plans, or information necessary to support renewal.	■ YES ☐ NO
(C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year.	■ YES ☐ NO
(D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & pdf) versions, including an Excel spreadsheet of the budget, LCFF calculator, and an executive summary of the changes from the current charter.	■ YES ☐ NO

I hereby certify in accordance with Education Code Section 47605(b) or 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to denial or revocation if later discovered and the omission/inaccuracy is material.

Name of Charter School:
Summit Public School: Tahoma (SPS: Tahoma)

Cady Ching, CEO	8/26/26	Cady Ching
Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
MICHELLE JOHNSON, DIRECTOR	8/31/26	
Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition

Summit Tahoma Charter Renewal Petition 2026 | Notice of Changes

In addition to a red-lined version of this petition to the most recently approved petition for Summit Tahoma, we have included here for your convenience, a table identifying substantive updates. This table does not purport to capture every change that has been made to reflect changes in law over the term of the charter. However, the submitted petition has been updated throughout to ensure that required changes from AB 126 as well as other new laws have been appropriately incorporated into the charter. This petition also incorporates changes as appropriate consistent with the 2020 Summit Tahoma Addendum to the Memorandum of Understanding.

Introduction	Establishes the new renewal request and petitioner Updates statutory citations and compliance commitments; adds current enrollment-protection, transparency, accountability, and safety obligations. Updates the context of the petition since the prior charter term supporting renewal under the current statutory standard; Added data tables to reflect 2022-2025 and comparative strengths across Dashboard measures; Provides additional verified data on postsecondary outcomes Updated to reflect current leadership and board membership.
Element A – **Educational Program**	Edits made to reflect evolution in the program; Updated to reflect current technology platform; Clarified Special Education, Section 504 obligations, interventions, and English Learner programs.
Element B – **Measurable Student Outcomes**	Aligns expected student outcomes with the mission, current accountability system, current state priorities, and broader college/career pathways; Removes obsolete terminology, updates citations and LCAP dates, revises terminology, and consolidates outcome descriptions.
Element C – **Methods of Measuring Student Progress**	Updates assessment inventory; confirms current full WASC accreditation.
Element D – **Governance Structure**	Aligns governance with current bylaws and law, identifies current board and committees, clarifies delegation and executive authority, and expands public, parent, and English Learner family participation.

Element E – **Qualifications of School Employees**	Strengthens and updates credentialing, recruitment, development, contractor compliance, and employee-support requirements, including specific current teacher-development pathways; Updates Education Code and CTC references
Element F – **Health and Safety**	Health and safety framework is updated to reflect current statutory requirements and new operational policies, including emergency planning, student protections, workplace violence, mental health, boundaries, and access requirements.
Element G – **Racial and Ethnic Balance**	Clarifies ongoing outreach, current student demographics and underrepresented/high-need student groups; updated terminology.
Element H – **Admission Requirements and Procedures**	Updates citations and defined terms and revises deadlines. Admissions procedures clarified and aligned with current law
(previous) Element I – **Annual Independent Financial Audit**	The prior Element I has been eliminated consistent with recent changes in law moving the charter independent financial audit requirement to the underlying Charter Act statute; Summit Tahoma has reorganized the petition accordingly, while articulating compliance with any new audit requirements; All subsequent elements are re-lettered accordingly.
Element I – **Student Discipline Procedures**	Updated to provide current procedures and protections for suspension, expulsion, and other involuntary removal; Includes new language concerning homework during suspensions; Adds express limits on restraint, seclusion, corporal punishment and adds protections for foster and Indian children.
Element J – **Employee Retirement Systems / Compensation**	Adds current collective-bargaining framework and clarifies retirement participation and employer contributions, and updates handbook and compensation-policy references.
Element K – **Public School Attendance Alternatives**	Technical and clarifying updates.
Element L – **Rights of School District Employees**	Clarifies employer identity, reemployment, transfer of leave/service credit, and the absence of cross-entity employment rights. Updates agency names, defined terms, statutory references, grammar, and duplicative language.

Element M – **Dispute Resolution**	Updates entity names, citations, deadlines, defined terms, preserves statutory enforcement authority, and provides a revised mediation framework.
Element N – **Public School Employer**	Updates the declaration that Summit Public Schools is the exclusive public school employer and adds recognition of Unite Summit/CTA/NEA as exclusive representative for covered certificated employees.
Element O – **School Closure Procedures**	Adds detailed requirements for closure action and notice, pupil-record transfer, final audit, financial closeout, Summit Tahoma and Summit Public Schools liability responsibility, reserve-fund use, and asset disposition. incorporates current Education Code and regulations.
Misc Provisions	Technical updates; updates insurance, indemnification, and facilities provisions; financial audit requirements and assurances moved to this section and updates consistent with current law.



Summit Public Schools: Tahoma

Charter Renewal Petition
for a Five-Year Term July 1, 2027 through June 30, 2032
Submitted to the Santa Clara County Office of Education
August 31, 2026

August 31, 2026
Via Hand Delivery
Board of Trustees
Santa Clara County Office of Education
1290 Ridder Park Dr.,
San Jose CA 95131

RE: Application for Charter Renewal for Summit Public Schools: Tahoma

Dear Members of the Board of Education:

As the Lead Petitioner for Summit Public Schools: Tahoma and designee of the Chair of the Summit Public Schools Board of Directors, I hereby submit a formal application to the Santa Clara County Office of Education Board of Trustees for renewal of the Summit Public Schools: Tahoma charter.

We look forward to working with the Board of Trustees and Santa Clara County Office of Education staff during the charter renewal process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,



Cady Ching
Lead Petitioner, Summit Public Schools: Tahoma
780 Broadway
Redwood City, California 94063
cching@summitps.org

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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)

In reviewing petitions for the establishment of charter schools pursuant to the Charter Schools Act, the chartering authority is required to 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 the establishment of charter schools should be encouraged.

California Education Code section 47605(c)

Summit Public Schools seeks to accomplish these goals with a unique academic program and environment developed and honed over the organization's more than 20-year history. Details of this program and environment are articulated throughout this Charter.

AFFIRMATIONS AND ASSURANCES

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

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code section 47605(d)(1)]
- The Charter School employees shall be employees of Summit Public Schools, a California nonprofit public benefit corporation ("Summit Public Schools"). Summit Public Schools shall operate the Charter School and shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act. [Ref. California Education Code section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. California Education Code section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as provided in Education Code section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his/her/their parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the charter and shall not take action to impede the Charter School from expanding enrollment to meet pupil demand as required by Education Code section 47605(e)(2)(C). [Ref. California Education Code section 47605(e)(2)(A)-(C)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student

is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics. [Ref. California Education Code section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School shall hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at Summit Public Schools and are subject to periodic inspection by the District. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. [Ref. California Education Code section 47605(l)(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level. [Ref. California Education Code section 47612.5(a)(1)(A)-(D), inclusive]
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code section 48200. [Ref. California Education Code section 47605(e)(3)]

- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. California Education Code section 47605(n)]
- 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)(2)]
- The Charter School shall, on a regular basis, consult with their parents, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. California Education Code section 47605(d)(2)]
- The Charter School shall comply with any jurisdictional limitations applicable to the location of its facility. [Ref. California Education Code section 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code section 47610 and 47612(b)]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq.
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99.
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, et seq., and Education Code section 47604.1.
- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq.
- The Charter School shall comply with all applicable mandates regarding English Learner education and reclassification of English Learner students and meet all requirements of federal and state law regarding equal access to the curriculum for English Learners.
- The Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the District and the Contra Costa County Superintendent of Schools on or before July 1. The Charter School shall comply with all requirements of Education Code Section 47606.5, including but not limited to the requirements that the Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update and hold at least one public hearing to solicit recommendations and comments from members of the public. [Ref. Education Code Sections 47604.33, 47606.5]
- The Charter School shall meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960].
- Per 5 C.C.R. Section 11967.6.4(a), the signature requirement set forth in Education Code section 47605(a) is not applicable to this petition for renewal.

- The Charter School will review and update, by March 1 of every year its school safety plan, which shall include the safety topics listed in subparagraphs (A) to (O), inclusive, of paragraph (2) of subdivision (a) of Education Code section 32282. [Ref. California Education Code sections 47605(c)(5)(F)(ii) and 47606.3.]

In accordance with Education Code section 47605(b), Summit Public Schools hereby certifies that we deem this renewal petition to be complete for purposes of commencing the timelines for the District's review and approval.

Cady Ching



Chief Executive Officer, Summit Public Schools
Petitioner for Summit Public Schools: Tahoma
August 31, 2026

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INTRODUCTION

Summit Public School: Tahoma ("Summit Tahoma") opened in 2011 in response to direct advocacy from East Side San José families. In 2009, parents, students, and community members in the East Side Union High School District (ESUHSD) approached Summit Public Schools with a clear vision: they wanted a public high school option that combined academic rigor with personalized support, preparing all students—not just some—for success in four-year college and beyond.

Summit listened, engaged, and responded. After extensive community outreach and analysis of local demand, Summit submitted a petition to the Santa Clara County Office of Education, which was approved in 2010. In 2011, Tahoma opened its doors with a founding class of 9th graders. In 2015, every member of that inaugural class graduated eligible to attend a four-year college, and 100% were accepted to one.

Tahoma has continued to build on that early success. Each year, our students achieve high levels of college readiness and postsecondary success while developing the skills, mindsets, and purpose needed to thrive in their communities and the world beyond. We are proud to be a public, tuition-free, open-to-all school that serves a broad and diverse cross-section of East San José—and proud to partner with both ESUHSD and the County Office of Education in advancing shared goals around equity, access, and academic excellence.

A Connected Community

At Summit Tahoma, students are known, supported, and celebrated—not just for their academic strengths, but for who they are as people. Our school culture is rooted in deep relationships, high expectations, and sense of community.

Every Summit Tahoma student is paired with a dedicated mentor who provides personalized academic guidance and social-emotional support throughout their high school journey. Through Expeditions, our real-world learning program, students explore college and career interests, build new skills, and connect with community-based partners and professionals across the region. These experiences help students shape their identities, find their voice, and pursue their postsecondary path with purpose.

We regularly listen to students to understand how we're doing and where we can grow. In our most recent student survey:

- **90%** of students report having a positive outlook on their future
- **90%** of students agree with the statement "I belong here"
- **90%** of students report having at least one adult that they trust at school

We know that students do their best when they feel connected—to their peers, their mentors, and their larger community. Even during periods of physical distance, such as the COVID-19

pandemic, our team worked tirelessly to maintain learning continuity, build school spirit, and support the social-emotional wellbeing of every student.

Summit Tahoma is more than a school—it is a community built on trust, purpose, and possibility. In partnership with the Santa Clara County Office of Education and the families we serve, we look forward to continuing our work together to expand access to high-quality, student-centered education in East San José.

History of Success

Opened in 2011, Summit Tahoma has built a track record that demonstrates what is possible when high expectations meet deep, personalized support for every student.

For more than two decades, Summit Public Schools has delivered an innovative approach to education – continually refining our model to meet the unique needs of each community we serve. Summit's Concrete Next Steps ensure that every student graduates not only eligible for a four-year college but also prepared to make intentional, purpose-driven choices about their future. This evolution builds upon *Fast Company's* recognition of Summit in 2015 as one of the Top 10 Most Innovative Organizations in Education.

- Graduation rates have remained strong, ranging from 88-94% over the past five years-including during the height of the COVID-19 pandemic.
- 99% of Summit Tahoma graduates annually meet UC/CSU eligibility requirements, ensuring access to four-year college pathways.
- As a result of our Concrete Next Step framework, young people who graduate from Summit find more success and, for students pursuing additional credentials, accumulate $10,000 less in average annual debt than their peers
- Many Summit alumni are now returning as teachers, mentors, and staff, continuing the cycle of service and leadership within the Summit community.

These accomplishments are especially meaningful given the diversity of the students and families we serve. Summit schools, including Summit Tahoma, welcome students of all races, ethnicities, income levels, languages, and learning profiles. We believe that diversity strengthens learning and prepares students to lead in an interconnected world.

For more than twenty years, Summit Public Schools has proven that when students are known, supported, and challenged, they excel. In San Jose and across the Bay Area, Summit Tahoma stands as a model of equitable, high-quality, and inclusive education, empowering students to graduate with confidence, purpose, and the skills to succeed in college, career, and life.

RENEWAL STANDARD

Pursuant to the amendments made to Education Code section 47607, and the establishment of Education Code section 47607.2, by Assembly Bill 1505 (2019), a chartering authority shall evaluate a charter school's eligibility for renewal according to the legal standard associated with its performance on the State and local indicators reported on the California School Dashboard ("Dashboard") and the performance of the charter school on assessments deemed to be verified data. In March 2026, the California Department of Education determined that, based on Summit Tahoma's Dashboard performance during the two most recent years for which Dashboard data is available, the school is in the "Middle Tier" or "Middle Performing" for renewal purposes and is therefore subject to the renewal standard articulated in Education Code section 47607.2(b) (the "Renewal Standard").

Section 47607.2(b) provides that:

(1) [T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the State indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

Under California Education Code section 47607(c)(3), "measurements of academic performance" means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator. Starting with the 2025 Dashboard, the Science indicator is also an academic indicator.

Accordingly, under the Renewal Standard, the Santa Clara County Office of Education ("SCCOE") must give greater weight to the following Dashboard indicators:

(1) *ELA,*

(2) *Mathematics,*

(3) *College/Career Indicator ("CCI"),*

(4) *English Learner Progress Indicator ("ELPI"), and*

(5) *Science.*

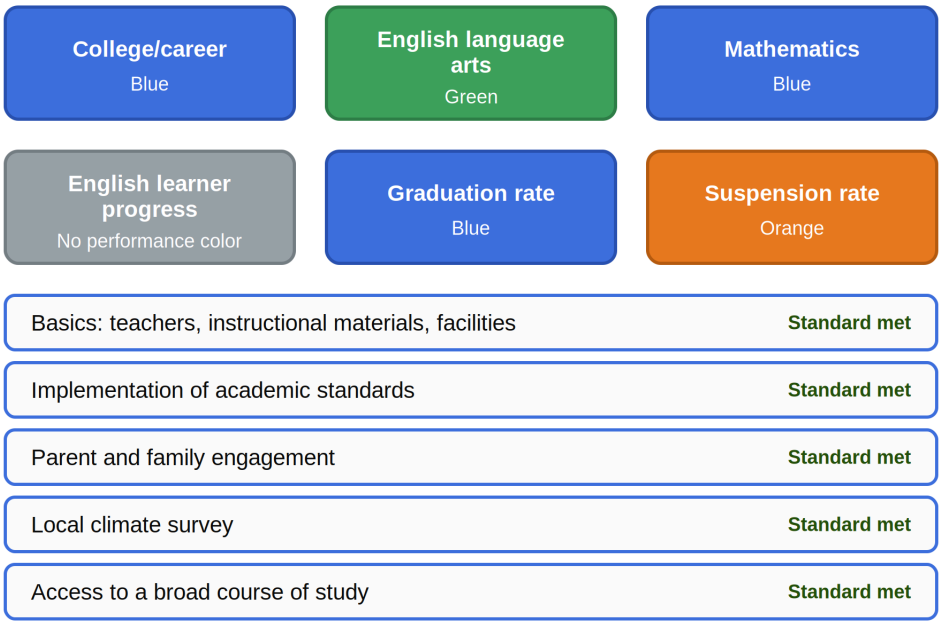
(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

For a Middle Performing school, the legal standard is a presumption of renewal. Middle performing schools shall be renewed for a term of five years.

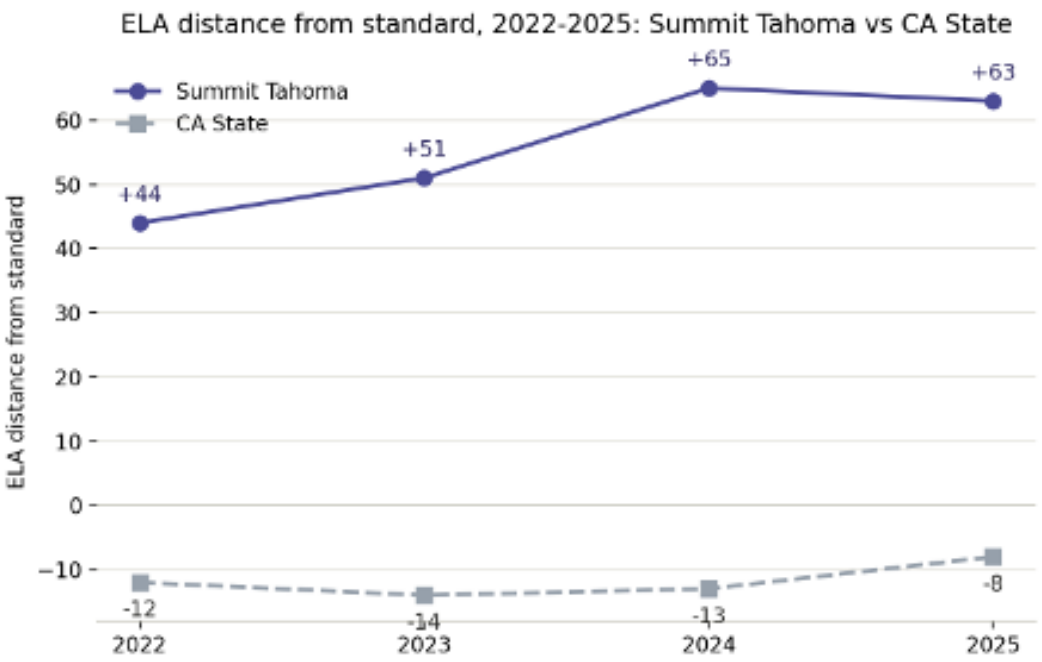
Summit Tahoma meets - and on nearly every measure exceeds - this standard. Since opening in East San José in 2011, Tahoma has built its program around three commitments: knowing every student well, holding them to real academic expectations, and sending them off with a concrete, specific plan for what comes after high school. In the 2024–25 school year, Tahoma served 383 students in grades 9–12, including 39% Hispanic or Latino students, 30% socioeconomically disadvantaged students, 20% students with disabilities, and 7% English Learners.



The results below highlight Tahoma's strong Dashboard performance against the State of California over the renewal term and as well as highlight the school's performance alongside the district in which we are located, East Side Union High School District (ESUHSD).

English Language Arts

In English Language Arts, Summit Tahoma students outperformed the state by 71 points in 2025. The schoolwide average was higher than the State average and higher than ESUHSD in every one of the past four years, earning a Green rating on the Dashboard in 2023, 2024, and 2025.



ELA Distance from Standard — All Students

Year	Tahoma	State	ESUHSD
2022	+44	–12	+10
2023	+51	–14	+9
2024	+65	–13	+6
2025	+63	–8	+8

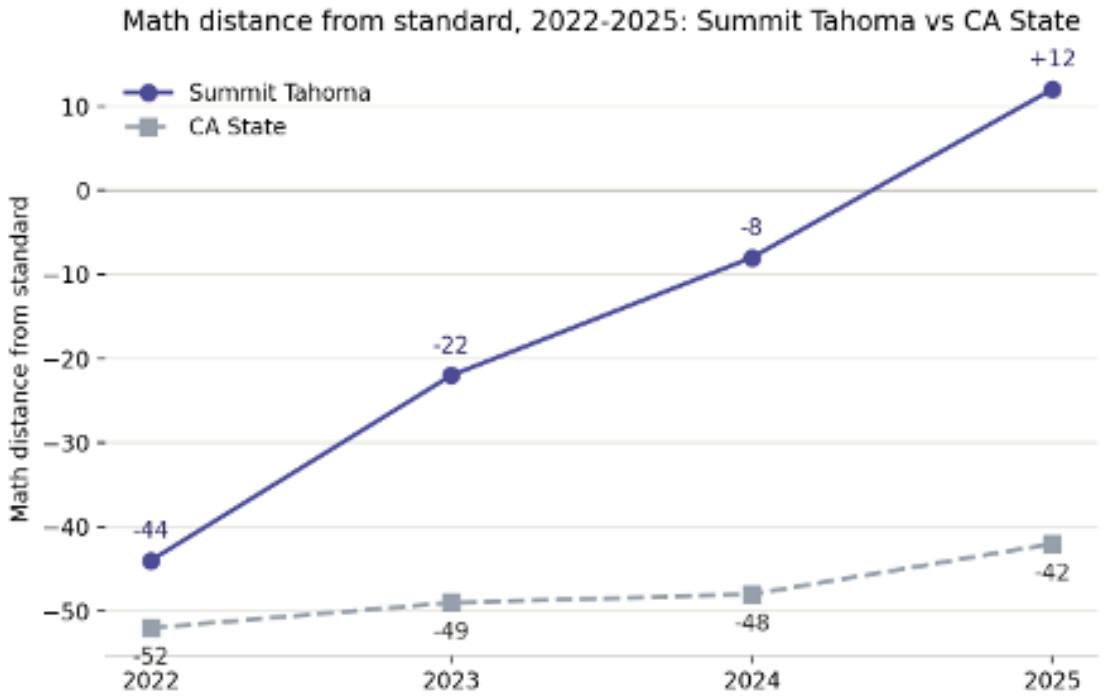
ELA Distance from Standard — Hispanic/Latino Students

Year	Tahoma	State	ESUHSD
2022	+18	–39	–59
2023	+8	–40	–56
2024	+32	–39	–70
2025	–31	–34	–70

✓ Tahoma's schoolwide ELA scores were higher than the State average and higher than ESUHSD, schoolwide and among Hispanic students, in every year of the renewal term.

Mathematics

In 2025, Summit Tahoma students outperformed the state by 54 points in Math. Moreover, Summit Tahoma's schoolwide scores were higher than the State average in every year of the renewal term, and demonstrated substantially greater growth over time, earning a Blue rating in 2025. Summit Tahoma's Math trajectory also shows significant strength relative to the district.



Mathematics Distance from Standard — All Students

Year	Tahoma	State	ESUHSD
2022	–44	–52	–60
2023	–22	–49	–70
2024	–8	–48	–70
2025	+12	–42	–65

Fig. 4: Mathematics Distance from Standard — Hispanic/Latino Students

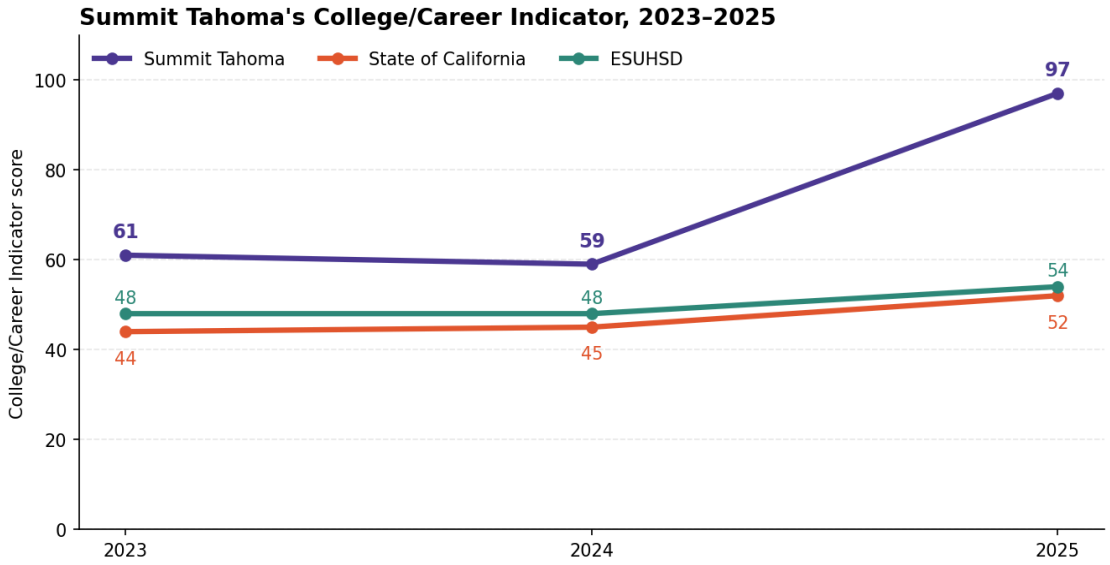
Year	Tahoma	State	ESUHSD
2022	–81	–83	–144
2023	–96	–81	–156
2024	–71	–79	–167
2025	–74	–74	–163

✓ **Tahoma's schoolwide math scores were higher than the State average in every year of the renewal term. Among Hispanic students, scores were even with or higher than the State in three of the four years.**

College and Career Readiness Indicator

The College/Career Indicator showed significant growth over the renewal term. Tahoma's schoolwide score rose from 61 in 2023 to 97 in 2025, a Very High rating that earned Tahoma a Blue rating on the Dashboard in 2025 - the highest color a school can receive - up from Green in 2024. Socioeconomically disadvantaged students also earned a Blue rating in 2025, and Hispanic students earned a Green rating.

College/Career Indicator Trend, 2023–2025



College/Career Indicator, 2025 — by Student Group

Group	Tahoma	State	ESUHSD
All Students	97	52	54
Hispanic/ Latino	98	45	31
Socio-economically Disadvantaged	98	45	45

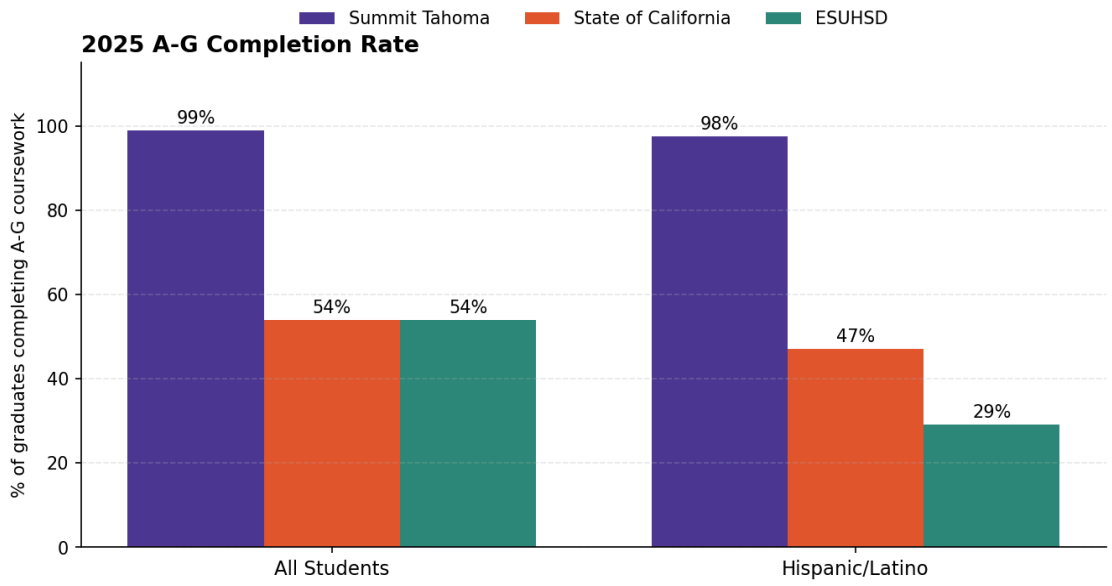
✓ **Tahoma's College/Career Indicator score was higher than the State average and higher than ESUHSD in every year measured — schoolwide and among Hispanic and socioeconomically disadvantaged students — reaching a Very High rating in 2025.**

Specifically, Summit Tahoma more than doubled the state score for socio-economically disadvantaged students and hispanic/latino students. Among all students, Summit Tahoma exceeded the state by 45 points.

A-G Completion and College Readiness

Summit Tahoma students meet the California A-G requirements at nearly two-times the state average. Since our inception, Summit Tahoma has committed to students that they will be prepared with the broad coursework necessary to enroll in a California state university and beyond. In 2025, 99% of Tahoma graduates completed the coursework the UC and CSU systems require for admission (“A-G”).

A-G Completion Rate, 2025



A-G Completion Rate, All Students, 2021–2025

Year	Tahoma	State	ESUHSD
2021	97.1%	52.1%	54.1%
2022	94.0%	51.4%	53.3%
2023	92.5%	52.4%	54.4%
2024	99.1%	51.9%	51.8%
2025	99.0%	53.9%	54.0%

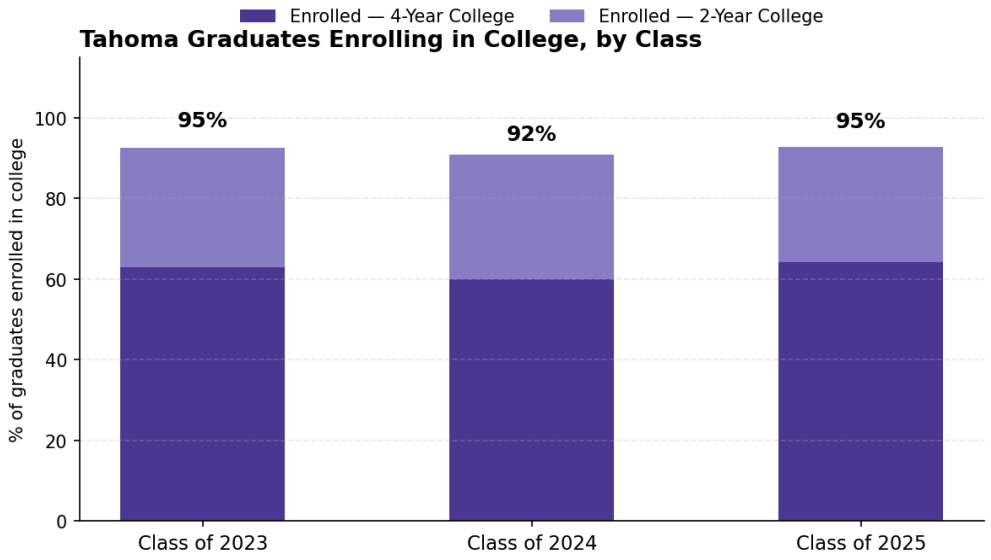
✓ A higher share of Tahoma graduates completed A-G coursework than their peers statewide or in ESUHSD in every year from 2021 through 2025 — schoolwide and among Hispanic graduates, who completed A-G coursework at roughly double to triple the State

and district rate in every one of those five years — supporting the statute's alternative "strong postsecondary outcomes" standard.

College Enrollment

Summit Tahoma's college-going outcomes reflect a school model and culture in which postsecondary planning is universal. Summit Tahoma's Blue rating on the CCI Dashboard indicator is not accidental and is supported by verified data proffering clear and convincing evidence of strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. Based on Summit Public Schools' college advising records (Overgrad), 91.8% to 95.1% of Tahoma graduates enrolled in college the fall after graduation in each of the last three complete cohorts:

College Enrollment Rate by Graduating Class



College Enrollment Rate by Graduating Class

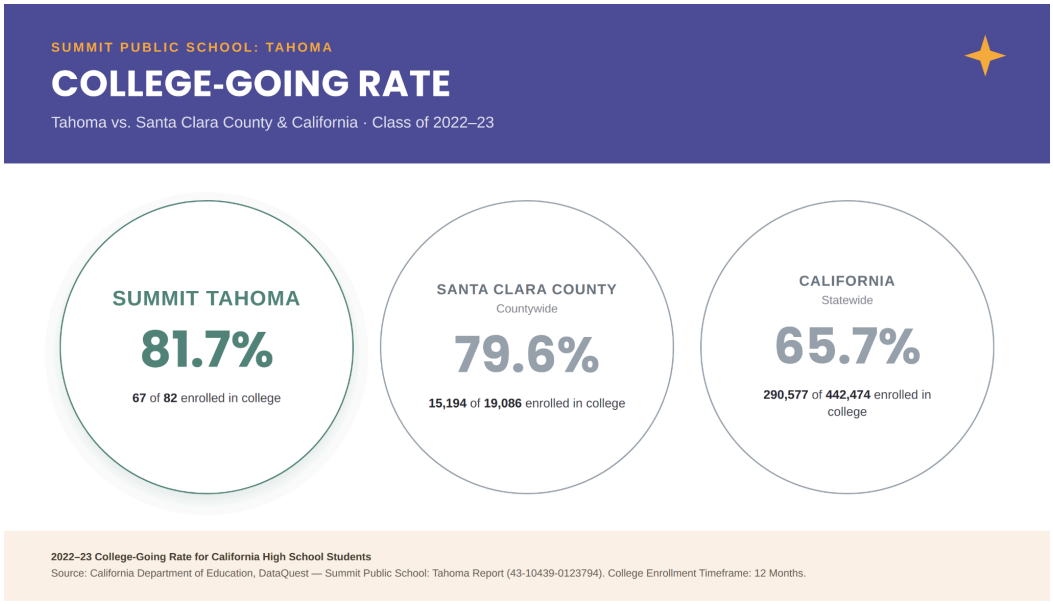
Class	Graduates	Enrolled	% Enrolled	4-Year	2-Year
2023	81	77	95.1%	51	24
2024	110	101	91.8%	66	34
2025	98	93	94.9%	63	28

✓ **At least 91.8% of Tahoma graduates enrolled in college in each of the last three graduating classes, and Tahoma students are accepted at several selective colleges at rates significantly above those colleges' overall admit rates.**

Tahoma students are also accepted at rates that are statistically significantly higher than the overall admit rate at several of the colleges they apply to most. This includes San Jose State University (86% of all applicants, against a much lower overall admit rate), the University of California's Santa Cruz, Merced, and Riverside campuses, and Santa Clara University. This is clear evidence that beyond creating access to apply to college for students who otherwise may not have had this pathway open to them, Tahoma prepares students for a successful college admissions process.

Verified Postsecondary Outcome Data

These internal data are supported by **verified data proffering clear and convincing evidence of strong postsecondary outcomes, as defined by college going-rate** with the verified data source of the **California Department of Education - DataQuest report: 2022-23 College Going Rate** for California High School Students by Postsecondary Institution Type.



Moreover, according to **National Clearinghouse Student Tracker** college persistence data, Summit Tahoma graduates don't just enroll in college, they attend and return. When examining post-secondary persistence, it is clear that Summit Tahoma students persist into their second year of college far above the national average: **89% for Tahoma graduates that enroll in college vs 77% nationally for students that enroll in college.**

Graduation Rate

Tahoma's graduation rate held at or above 94% throughout the renewal term, reaching 97% in both 2024 and 2025. The rate earned a Blue rating on the Dashboard in both 2024 and 2025, both schoolwide and among Hispanic and socioeconomically disadvantaged students.

Graduation Rate — All Students

Year	Tahoma	State	ESUHSD
2020	97%	87%	85%
2022	95%	87%	90%
2023	94%	86%	87%
2024	97%	87%	88%
2025	97%	88%	89%

Graduation Rate, 2025 — by Student Group

Group	Tahoma	State	ESUHSD
Hispanic/Latino	98%	87%	84%
Socio-economically Disadvantaged	98%	86%	87%

✓ **Tahoma's graduation rate was higher than the State average and higher than ESUHSD in every year for which comparison data is available, schoolwide and among Hispanic and socioeconomically disadvantaged students clear and convincing evidence of measurable, sustained academic achievement under section 47607.2(b)(3)(A).**

English Learner Progress Indicator

The ELPI — a measure of how quickly English Learners are moving toward proficiency — could only be calculated for Tahoma in two of the past four years, because there are a statistically small number of English Learners in any given cohort.

English Learner Progress Indicator

Year	Tahoma	State	ESUHSD
2022	58	50	44
2024	47	46	26

✓ **In both years the English Learner Progress Indicator was reportable, Tahoma's score was higher than the State average and higher than ESUHSD.**

Science

Science became a State Dashboard academic indicator for the first time with the 2025 Dashboard and Summit Tahoma students exceeded the state average. This came following a 2024 baseline year in which schools statewide posted negative distance-from-standard scores while the new performance levels were being established.

Science Distance from Standard, 2025

Group	Tahoma	State	ESUHSD
All Students	+59	+53	+56
Hispanic/Latino	+47	+47	+42
Socioeconomically Disadvantaged	+46	+47	+50

Tahoma's schoolwide score was higher than both the State and ESUHSD and earned a Blue rating in this indicator's first year. Hispanic students matched the State average earning a Green rating. Socioeconomically disadvantaged students also earned a Green rating.

✓ **Tahoma's Science score met the state average in this first year of reporting.**

School Climate

Summit Tahoma has maintained a consistently low suspension rate, lower or at the state average and the district for every year of the charter term. This persistently low suspension rate is reflective of our school being a place where students are known and supported, including through restorative practices.

Suspension Rate

Year	Tahoma	State	ESUHSD
2022	1.7%	3%	3.4%
2023	2.1%	3.5%	3.7%
2024	2%	3.2%	2.6%
2025	2.5%	2.9%	2.2%

✓ **Tahoma's suspension rate was lower than the State and ESUHSD in every year from 2022 through 2024 and similar to the state and district in 2025.**

Local Indicators

In addition to the state indicators above, the Renewal Standard directs SCCOE to consider Tahoma's performance on the Dashboard's local indicators. Tahoma has met every local indicator reported on the Dashboard in every year of the renewal term:

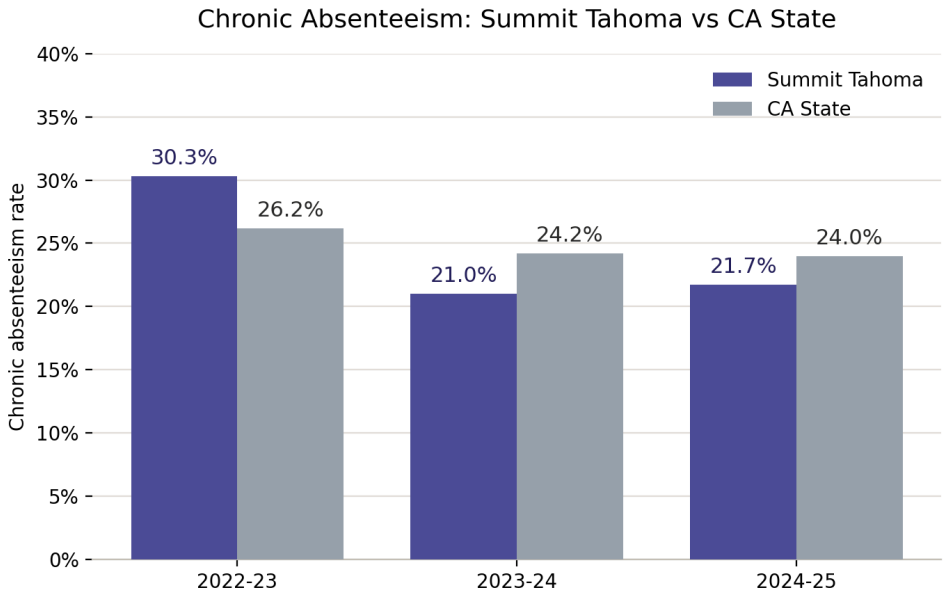
Local Indicator Status, 2023–2025

Local Priority	2023	2024	2025
Priority 1 — Basic Services	Met	Met	Met
Priority 2 — State Standards Implementation	Met	Met	Met
Priority 3 — Parent and Family Engagement	Met	Met	Met
Priority 6 — School Climate	Met	Met	Met
Priority 7 — Course Access	Met	Met	Met

✓ **Summit Tahoma met every local indicator reported on the Dashboard in 2023, 2024, and 2025, with no exceptions.**

Chronic Absenteeism

As one of the local school climate indicators that the county considers for Summit Tahoma’s charter renewal, we are pleased to share that Summit Tahoma has cut its chronic absenteeism rate from 30.3% to 21.7% over three years, a nine-point improvement. The school also moved from above the state rate in 2022-23 to below it in both 2023-24 and 2024-25, outperforming the state average by over three points in the most recent year.



Summit Tahoma meets the standards for a five year renewal

Taken together, these results leave no doubt that Summit Tahoma meets the Renewal Standard for a highly successful middle track school. Schoolwide and within its largest student groups, Tahoma has grown faster than the State and than ESUHSD for four straight years, on every academic indicator the Legislature has directed authorizers to weigh most heavily, while sending graduates into college with a real plan for what comes next. Continued operation of Summit Tahoma is in the best interest of the students it serves and provides a meaningful educational benefit to students residing within SCCOE's jurisdiction and the San José area.

LEADERSHIP TEAM

Summit Tahoma has a strong leadership team that brings to the school a deep set of academic, operations, and governance experience that will continue to steer the school for the next five years. This group shares a commitment to the Summit model as an effective means to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen Concrete Next Step toward a fulfilled life.

Summit Tahoma is also supported by a robust back office with expertise in curriculum, instruction, assessment, special education, human resources, finance, facilities, technology, development, and governance. Additional information regarding LEA governance, such as board responsibilities, is included in **Element D**, Governance Structure.

Leadership Team: Summit Public Schools: Tahoma

Jonathan Stewart

Summit Tahoma Middle & High School | Executive Director

Jonathan has proudly served as director at Summit Tahoma since 2015. He has 25 years of experience in public education. Previously he worked for PUC Schools in Los Angeles as the Director of Teacher Development, leading a partnership grant with the Bill & Melinda Gates Foundation. He was a teacher trainer in the U.S. Peace Corps in Namibia,and has been an instructional coach in Oakland Unified and LAUSD. As a teacher, he received an award for his exemplary work in the education of highly able students from Johns Hopkins University. Jonathan holds a bachelor's degree in American Studies with a concentration in Education Policy and a Master's in Education Leadership from the University of California, Berkeley.

Julieta Pomares Johnson

Summit Tahoma Middle & High School | Dean of Operations

Julieta is the Dean of Operations at Summit Tahoma. Julieta believes there is a strong link between operational leadership and student learning and that students do better when they feel better. For that reason, Julieta's primary goal at Tahoma is to create a safe and healthy environment to promote each student's academic success and social and emotional well-being.

Before joining Tahoma, Julieta spent ten years managing operations, family engagement, and enrollment for a Spanish immersion school. She witnessed the impact of nurturing the "whole child" and using positive discipline. She continues teaching classes for parents and childcare providers at Healthier Kids Foundation.

Julieta was born and raised in northern Argentina. She immigrated to the United States to pursue her Masters in Communications at San José State University. She also holds a B.A. in Public Relations from Universidad Argentina de la Empresa in Buenos Aires.

Michelle Maa

Summit Tahoma High School | Dean of Culture and Instruction

As the only child of immigrant parents, Michelle grew up understanding the power of perspective and the importance of navigating complex identities and experiences, values that led her to pursue a bachelor's degree in Legal Studies from UC Berkeley and a master's in Teaching from the University of Southern California. These foundations have shaped her 14-year social studies journey in the classroom, where she is passionate about working with young adults to think critically, question thoughtfully, and see the world through multiple lenses. She strives to empower students to become informed, empathetic thinkers, leaders, and community members and looks forward to furthering this work in her role as Dean of Culture and Instruction at Summit Tahoma.

Devonna Alatorre
Summit Tahoma Middle & High School |Dean of Expeditions

Devonna Alatorre is the Dean of Expeditions at Summit Tahoma. She began her journey in education over a decade ago in the correctional system, teaching incarcerated individuals college-level math. Soon after, she moved to San Jose to continue her work in dismantling systems of oppression within education. Over the past 10 years, Devonna has served as a classroom teacher, mentor, cooperative teacher, and school leader, including roles as Dean of Culture & Instruction, and currently as Dean of Expeditions. Throughout her career, she has remained committed to empowering young people and ensuring equitable access to meaningful learning opportunities. Devonna was born and raised in Southern California and earned her B.S. in Mathematics from Cal Poly Pomona.

Leadership Team: Summit Public Schools

Chief Executive Officer: Cady Ching
Cady was born and raised on the island of Oahu in a multicultural home. Her commitment to working with educational programs in diverse communities across the country has spanned a decade. Cady previously worked as a teacher-coach, biology and AP Environmental Science teacher and a mentor for five years. She has also served as the Director of Human Resources for Summit, and the Assistant Director for Summit Prep before becoming Executive Director in 2020. In addition to her experience in public education, she has worked with a literacy project in Hawaii; an academic and cultural summer program on the Coeur d'Alene Indian Reservation in Idaho; and a residential program teaching science to Native American high school students in South Dakota. Cady earned a Bachelor of Arts in Human Biology, with a concentration in the Intersection of Ethnicity, Education, and Health, and a minor in Native American Studies from Stanford University. She continued her education at the Stanford Graduate School of Education, where she earned a Master of Education.

Chief Financial Officer: Bryce Fleming
Chief Finance Officer for Summit Public Schools, Bryce Fleming is a seasoned education finance executive with nearly two decades of experience in charter school finance. Most

recently, he served as Vice President of Client Management and School Finance at EdTec. In this role, he led EdTec's Northern California CFO team, managing finances for over 40 charter school clients. Earlier in his career, Bryce helped launch the first charter schools in Washington state, developed a working capital loan fund for schools, and created a statewide benchmarking study of charter school revenues and expenditures. He is also a frequent speaker at state and national conferences and collaborates with charter support organizations to deliver professional development for school finance leaders statewide.
Bryce's passion for education is deeply rooted in his family—both of his parents were public school teachers, and his wife currently teaches in Oakland. This personal connection to the classroom fuels his commitment to supporting schools in making the most of every dollar to serve students. Bryce holds a B.S. in Financial Services with a concentration in Financial Planning from San Diego State University.

Chief Academic Officer: Caitlyn Herman
Caitlyn Herman is the Chief Academic Officer at Summit Public Schools. Prior to this role, she was a science teacher at Everest Public High School, Founding Director at Summit Shasta and Senior Director of Schools. She is committed to giving all students access to a high-quality education and the opportunity to attend their best-fit college. Caitlyn began her career in New York City public schools as a science teacher at Essex Street Academy. At Essex Street, she served as the department coordinator building out the school's project-based curriculum for all grades. She also spearheaded the effort to focus the school's advisory curriculum around wellness, habits of success, and college readiness. While teaching she also worked as an adjunct professor at NYU'S Graduate School of Education, teaching science curriculum to aspiring teachers. It is during these years that her passion for making sure that all students had access to high-quality school options was ignited. In 2011 she moved to the Bay Area seeking a small school environment focused on educational access for all and found a home at Summit Public Schools. Caitlyn grew up in Pennsylvania and holds a Bachelor of Arts in Biology from Lafayette College (where she ran Division I cross-country and track), a Master of Arts in Secondary Science Education from New York University, and a Master of Education in School Leadership from New England College through the Principal's Residency Network program with the New York City Public Schools.

Chief Operations Officer: Felix Li
Felix brings to Summit over a decade of K-12 school and systems leadership experience in public education with expertise in school operations, systems design, cross-functional project management, budgeting & finance, crisis communication and management, strategy and people development. Felix brings a deep commitment to building a more anti-biased and anti-racist world to his work. His leadership of efficient and effective school systems that drive strong outcomes for all students. Prior to Summit, he started his career in public education serving as a middle school math teacher and Teach for America corps member in the NYC Department of Education for five years. He later spent nine years as an Associate Chief Operating Officer and school leader of an all-boys K-8 school with Uncommon Schools in Brooklyn, New York. Felix earned a Bachelor of Arts in Public Policy and Sociology from Duke University and a Master of Arts in Teaching from Pace University.

Associate General Counsel: Jonathan Berry-Smith
Jonathan Berry-Smith is the Associate General Counsel at Summit Public Schools, where he specializes in special education, student matters, labor and employment, and other issues at the intersection of schools and legal compliance. Jonathan's career in education law is deeply rooted in his Los Angeles upbringing; raised in a family of teachers and inspired by a mother who was also an attorney, he grew up with a front-row view of how education can shape opportunity, and how a student's ZIP Code can greatly influence what opportunities are available. That early exposure to the disparities among and within schools continues to guide his work and his commitment to educational equity.
Before joining Summit, Jonathan served in several roles at Stanford University, including University Counsel in the Office of the General Counsel and Executive Director of Admissions at Stanford Law School. Earlier in his career, he practiced education law at Lozano Smith, representing school districts across California in matters involving special education, Title IX, governance, and school funding.

Jonathan earned a joint JD/MA from Stanford Law School and the Stanford Graduate School of Education. He holds a B.A. in Legal Studies from UC Berkeley, where he was also a Division I Track and Field athlete. He is licensed to practice law in California, serves on the Stanford Graduate School of Education Alumni Board, and has performed multiple times at the world-famous Magic Castle in Hollywood.

Senior Director of Network Leadership: Wren Maletsky
Wren Maletsky serves as the Senior Director of Network Leadership, providing specialized support to new and rising school leaders. Wren grew up in Durham, North Carolina as the daughter of two teachers and has always been deeply committed to education. She believes that all students deserve access to a high-quality school experience.
Wren joined Summit Public Schools in 2011 as the AP Environmental Science teacher at Summit Preparatory Charter High School. In 2014, she became Assistant Director at Summit Prep and later served as Assistant Director of Summit Shasta. In 2017, she was appointed Executive Director of Summit Shasta, where she led the school through multiple years of growth and success.

Prior to joining Summit, Wren taught Biology and AP Biology at a charter school in Harlem, New York City. She has also served as a cooperating teacher for the Stanford Teacher Education Program. Wren earned a Bachelor of Arts in Biology and English from Duke University and a Master of Education from Stanford University’s Graduate School of Education. She achieved National Board Certification in Adolescent and Young Adult Science Teaching in 2013 and earned her California Clear Administrative Credential in 2023.

Senior Director of Learning Experience: Tiffany Reynolds
Tiffany Reynolds has spent the last 17 years in education. Currently, Tiffany is the Senior Director of Learning for Summit Public Schools. In her current capacity, she supports Summit Tahoma as a systems builder with an acumen for community, academic excellence, and partnership conditions development for academic improvement as well as deep expertise in

data driven instruction in Math. For the past nine years, Tiffany has been with Summit Public Schools as a math teacher, a dean, an executive director, and Director of Government Affairs. She feels immensely proud to do the work that she does— to strive to build schools that are worthy of our kids,schools that are places of honesty, innovation, creativity, critical thinking, joy, and tireless pursuit of excellence. Before Summit, Tiffany started her career in Colorado, serving in various roles, from teacher to leadership and mathematics consultant. During this time, she supported teachers and principals in tackling the CCSS, new teacher evaluations, and data-based initiatives in four diverse school districts, serving over 150,000 students. Internationally, Tiffany supported educational and leadership development for Network Beyond in East Africa, the Middle East, and India.

Summit Public Schools Board of Directors

Summit Public Schools Board Chair: Elizabeth (Lizzie) Choi
Elizabeth Choi has built a career betting on bold ideas, developing leaders, and enabling ecosystems – all with a deep commitment to equity and inclusion. Lizzie is a former teacher, nonprofit executive, co-founder, community builder, coach, and advisor living in the South Bay. Most recently the Chief Operation Officer at Envision Education, Lizzie currently partners with leaders during their seasons of growth and scale. Her partners include Desmos, Formation Ventures, Google, Swing Education, Moonshot edVentures as well as other K12 education and workforce development organizations.

Previously, Lizzie was the Senior Vice President at the Pahara Institute, an organization that provides transformational development opportunities for American education leaders. She launched a new programmatic department and led the organization's operations. She also served as the Chief Program Officer at Summit Public Schools, where she co-founded the Summit Learning Program, a national program that enabled students to attain the skills, knowledge, and habits to live a fulfilled life. Under her leadership, the program grew from 19 schools across 10 states to over 380 schools in 40 states serving over 65,000 students. Elizabeth earned a Bachelor of Arts in Public Policy and a Master of Education from Stanford University. She enjoys serving her community as a board member of Summit Public Schools and has also advised the Bill and Melinda Gates Foundation on their K12 education strategy. Elizabeth is a recipient of the 2019-20 Stanford University Award of Merit and a 2017-2018 Pahara Fellow. In her free time, Elizabeth enjoys spending time with her family and friends over food and tea.

Summit Public Schools Board Member: Mike Barr
Mr. Barr's career demonstrates a commitment to educational equity and student achievement. From his role as CFO at Aspire Public Schools to his current work as an independent consultant supporting mission-driven organizations, Mr. Barr has consistently focused on creating transformational change in education Mr. Barr brings extensive leadership experience across multiple high-performing educational organizations, including direct experience at Summit Public Schools as Interim Chief Financial Officer (ended July 2025). In this role, he served as strategic financial advisor to Chief Executive Officer, Cady Ching, during a critical transition period,

demonstrating his ability to navigate complex organizational challenges and drive financial sustainability initiatives. His tenure as Chief Financial Officer/Treasurer at Aspire Public Schools showcases his demonstrated expertise in strategic planning and organizational transformation. Under his leadership, he oversaw the growth from 10 schools serving 10,000 students to 30 schools serving 9,800 students.

Summit Public Schools Board Member: Anna Gregory
Anna Gregory is an education consultant with extensive leadership experience across both traditional district and charter schools. She specializes in driving strategic initiatives at the intersection of talent, organizational strategy, and communications, partnering with school systems and nonprofits to maximize their potential.

Before becoming an independent consultant, Anna served as Chief Talent Officer at KIPP DC, where she oversaw talent acquisition, human resources, and leadership development across the network's nine campuses and network office. Prior to KIPP DC, she spent a decade at DC Public Schools, holding various leadership roles, including Chief of Staff to the Chancellor. Anna holds a Bachelor of Arts from the University of Kansas, a Master of Arts in Teaching from American University, and a Master of Public Affairs from Princeton University. She lives in the Bay Area with her husband and daughter.

Summit Public Schools Board Member: Michele Hansen
Michele Hansen is an advocate in the education space and a former educator herself, who started as a first grade teacher in the Poway Unified School District and soon after became a First Grade Team Leader. For the next nine years, Michele spent her time at Intel Corporation in Santa Clara, CA, leading marketing and engineering teams, forging external relationships, supported in defining joint goals, strategies, and budgets for Hewlett Packard’s Executive Team. Michele then joined the California Charter Schools Association as the Vice President of Products and Services while managing public relations, marketing, data analytics, finance, and strategic planning. Ms. Hansen served as the Co-Founder, President, and CEO of Activate Instruction, which provides an enriched, personalized learning experience through playlists. Ms. Hansen presently serves in a volunteer capacity as the Vice-Chair of The Girard Foundation Board of Directors.

Michele received a Bachelor of Arts in Government from Claremont McKenna College, a Master of Education from Stanford University, an Elementary Multiple Subject Teaching Credential from the University of California, San Diego, and a Master of Business Administration in Marketing from the J.L. Kellogg Graduate School of Management. Michele’s experience and knowledge about instruction, business management, finance, professional development, public relations, and marketing.

Summit Public Schools Board Member: Steven Humphreys
Mr. Steven Humphreys has been a member of Summit’s Board since its founding and was one of the original contributors to our initial charter. He was instrumental in recruiting Summit’s founding CEO, Diane Tavenner and others into Summit from its early days, and has served on

the Summit Board for 18 years. In addition to serving on the board of Summit Public Schools, Steve has served as a trustee of the Portola Valley School District and on numerous other boards. Steve was appointed Deputy CEO of Hirsch Group in September 2024 with three decades of experience leading security technology companies, with a focus on government-grade logical and physical access control, secure credentials, digital identity solutions, and RFID and mobile application software. Prior to his current role, Steven served as CEO of Hirsch (formerly Identiv) from 2015 to 2024 and was a member of its Board of Directors from 1996. He has led several pioneering companies in the field, including SCM Microsystems, an early developer of CAC/PIV readers and applications, and ActivCard, specializing in CAC card platforms and software. Steve holds a B.S. degree from Yale University and M.S. and M.B.A. degrees from Stanford University.

Summit Public Schools Board Member: Andy Thompson
Andy Thompson is the Managing Director and Co-Founder of Spring Ridge Ventures. From 2002 to 2020, he was the President, Chief Executive Officer, and co-founder of Proteus Digital Health. He is a veteran of Silicon Valley biomedical startups, formerly serving as President, Chief Executive Officer and co-founder of FemRx and Chief Financial Officer of CardioRhythm. As a consultant and venture capital investor, he contributed to several successful healthcare companies, including Cell Genesys, Cytotherapeutics, Northstar Neuroscience, and QRx Pharmaceuticals. He holds a Master of Arts in Engineering from the University of Cambridge and was a United Kingdom National Engineering Scholar from 1982 to 1985. Andy also holds a Master of Arts in Education and a Master of Business Administration from Stanford University. Andy was a founding board member and Foundation President of Summit Shasta.

Summit Public Schools Board Member: Jimmy Zuniga
Jimmy Zuniga's passion for transformational learning environments began as a student in the second graduating class at Summit Preparatory Charter High School, where he developed a deep commitment to equity and innovation in education.
Currently, Jimmy serves as a Director at the Bay Ed Fund, where he partners with school districts and communities to create the conditions for bold, student-centered change. His work focuses on building strong partnerships, sharpening strategy, and aligning teams to bring a community's shared vision to life.

Previously, Jimmy was a Portfolio Director at Transcend Education, where he co-led national efforts to expand access to community-based design. He also worked at Panorama Education, coaching school and district leaders across the country to use whole-child data to drive meaningful systems change. Earlier in his career, he spent eight years at Summit Public Schools, teaching high school English and later serving as Executive Director of Everest Public High School. In that role, he led the school through critical transitions, including the rapid shift to virtual learning during the pandemic. Jimmy earned a Bachelor of Arts in Psychology and a Master of Arts in Educational Studies from Tufts University, where he focused on systemic inequities in education. He also earned a Master of Arts in Education from Stanford University, where he studied approaches such as Complex Instruction to design inclusive, high-performing classrooms.

Summit Public Schools Board of Directors
Summary of Necessary Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Choi	*	*	*	*	*	*	*	*	*
Barr				*	*	*	*	*	*
Gregory	*	*	*	*			*		*
Hansen		*		*		*	*		*
Humphreys				*		*	*	*	*
Thompson				*		*	*	*	*
Zuniga	*	*	*				*		*

Summit Tahoma Leadership
Summary of Necessary Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Ching	*	*	*		*	*	*	*	*
Fleming				*	*	*	*	*	*
Herman	*	*	*				*		*
Li					*	*	*		*
Berry-Smith		*	*				*		
Maletsky				*			*	*	*
Stewart	*	*	*			*	*	*	*
Pomares	*	*	*		*	*	*		*
Alatore	*	*					*		*
Maa	*	*	*				*		*

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

- California Education Code section 47605(c)(5)(A)(i)

"The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

California Education Code section 47605(c)(5)(A)(ii)

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

California Education Code section 47605(c)(5)(A)(iii).

Mission Statement

At Summit Tahoma, our mission is to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen Concrete Next Step toward a fulfilled life. The programmatic vision centers our students’ aspirations as we drive to ensure that every Summit student graduates with a Concrete Next Step.

With the help of their mentor and community, Summit Tahoma expects each senior to close out their Summit experience with a three to five year plan for life after high school, at least two actionable options for a next step after high school, and a community of support in life after high school, something we currently call a Personal Advisory Board.



As an organization committed to continuous improvement, Summit Public Schools utilized extensive feedback from students and alumni regarding their school experiences and postsecondary journeys to learn more about how we are meeting our mission. Alumni and families shared deep appreciation for Summit's core model, specifically the diverse student body, stable mentoring relationships, close faculty bonds, and immersive Expedition experiences that allow students to explore real-world interests and purpose-driven work.

The feedback also revealed that a traditional four-year college is only one of several paths families value, particularly given concerns around student loan debt. In response to these insights, Summit recognized the evolution of its mission framing to be more inclusive of diverse and viable postsecondary pathways. While maintaining our core vision of ensuring every student can lead a fulfilled life - defined by purposeful work, financial security, community engagement, and good health - we explicitly shifted our focus. We collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment through a chosen Concrete Next Step, whether that path leads to college, an apprenticeship, military service, certificate programs, or direct career entry. Notwithstanding the evolution of the language in our mission statement to be more inclusive, we continue our vision of "ensuring every student can lead a fulfilled life, one with purposeful work; financial security; fulfilling personal relationships; engagement in the community; and the physical health needed to engage in daily life."

Collectively → Reflects our value of collaboration and "working with" others that we and many of our students' home cultures share.

Community of young people → Reflects our value of community, centers the whole child rather than narrowly focusing on their role as a "student".

Economic empowerment → Reflects the feedback from our alumni that financial freedom is a primary driver for them and an area for our improvement (i.e. - they believe we can be doing this better).

Chosen → Reflects our desire that students are able to choose the pathway that aligns with their goals rather than a system choosing for them to tracking or limited options.

Concrete next step → Identifying a Concrete Next Step is central to our model. By including this in our mission, we elevate the opportunity to explain what this means to families, faculty, and students and it will allow us to explain the how the parts of our model come together to help us achieve our vision.

Educational Philosophy

Our chief concern and primary driving question is "What is best for young people?" This question guides the decision-making process for our school leaders, teachers, parents, and all other stakeholders. It also fuels our success. Our core values reflect our commitment to answering this question every day and underscore our educational philosophy:

We believe that every child is capable of college and career readiness. We know that all students are capable of learning at a high level and we are committed to ensuring that students are truly prepared for success in college, career and life.
We hire high-performing teachers. We engage them as leaders and provide extensive professional development every year.
We develop relationships with and support every student. Our teachers and students know and respect one another, and every student receives consistent, relevant, and personalized support that is seamlessly integrated into the school day.
We believe change is a good thing. We embody a culture of innovation to drive continued success.
We value diversity. Regardless of race, neighborhood or prior academic experience, we believe every student is capable of high levels of academic and social achievement. Students benefit from a diverse school environment that mirrors our complex world, and deepens both academic and social learning.

Students to be Served

During the 2026-27 school year, Summit Tahoma estimates that it will enroll 360 students. As stated in the prior charter petition, Summit Tahoma seeks to serve a heterogeneous group of approximately 90 students per grade in grades 9 through 12. Summit Tahoma is cognizant that, due to demographic shifts in the school age population in the region, several local education agencies project declining enrollment. Summit Tahoma's recruitment and enrollment plan is generally reviewed and updated on an annual basis and is subject to change at the discretion of the Executive Director. The recruitment and enrollment plan considers, among other things, enrollment demand, demographic trends within the boundaries of ESUHSD and the Bay Area, and best practices related to student recruitment. See **APPENDIX P** – for the current version of the school's "Student Recruitment Strategic Plan."

Summit Tahoma is a school of choice and admits all pupils who wish to attend our school subject to our capacity.

The following table, while it does not function as an enrollment cap, sets forth the current best-estimate enrollment projections for the current school year and the five-year renewal period.

Summit Public Schools: Tahoma
Enrollment Projections (Estimates Only)
School Year 2026-27 through 2030-31
Source: Summit Public Schools.

Enrollment	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
9	75	90	90	90	90	90
10	91	80	90	90	90	90
11	99	90	80	90	90	90
12	95	95	90	80	90	90
Total Enrolled	**360**	**355**	**350**	**350**	**360**	**360**

Summit Tahoma welcomes applications from all students in accordance with the Charter Schools Act. Historically, we receive applications from students who want an environment where they have an opportunity to explore a full range of postsecondary options, including, but not limited to, admission to and success in a four-year college.

The district draws its students from across several communities in the Southern portion of the SouthBay and Western portion of Santa Clara County with a population that is rich in racial and cultural diversity, and Summit Tahoma seeks to serve a similarly diverse student body.

The students' backgrounds should represent the heterogeneity found in the population of the East Side Union High School District , which draws its students from The East Side community that is rich in racial and cultural diversity. The demographic breakdown of SPS: Tahoma, the District and County's student population is as follows. It is important to acknowledge that while Summit Tahoma endeavors to recruit students from across the county, some schools are more natural feeder schools based on geographic proximity and in turn it's anticipated that the Summit Tahoma population would more closely reflect the high schools that these students would otherwise attend. Based on the assigned school for the majority of students who choose Summit Tahoma, it is also appropriate to consider the student population at Oak Grove Unified HS, San Jose Unified HS, Campbell Union HS, Morgan Hill Unified HS as demographic comparisons.

The demographic breakdown of Summit Tahoma and ESUHSD student population is set forth in the following table.

Race/Ethnicity	**Summit Tahoma Students**	**ESUHSD Students**
White	23.2%	4.7%
Black/African American	3.1%	1.7%
Native American	-	0.2%
Asian	16.4%	36.2%
Filipino	4.4%	6.2%
Pacific Islander	-	0.6%
Other	-	-
Two or More Races	10.4%	2.7%
Hispanic	39.4%	47.6%
Student Need Indicators	**Summit Tahoma Students**	**ESUHSD Students**
English Learners	7.3%	20.2%
Foster Youth	0.3%	0.2%
Homeless	-	4.4%

Race/Ethnicity	Summit Tahoma Students	ESUHSD Students
Socioeconomically Disadvantaged	30%	52.1%
Students with Disabilities	20.4%	12.7%

Source: CDE DataQuest- 2024-2025

Summit Tahoma consistently maintains a waitlist due to the number of applications received in comparison to the number of available spaces. The proportion of students classified as Socioeconomically Disadvantaged (SED) and students classified as English Learners (EL) may differ from the District average from time to time. Summit Tahoma ensures equitable access for all students through its annual open enrollment process, consistent with the requirements of the Charter Schools Act, Summit Tahoma engages in outreach across the region to ensure that families are aware of Tahoma as a high school option and have equitable access to the enrollment process. This includes providing information in neighborhoods with higher concentrations of Socioeconomically Disadvantaged and English Learner students, as well as collaborating with local feeder middle schools, community-based organizations, and the District to support broad community awareness.

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 countries around the world. As adults, today's young people will be responsible for addressing the complex issues of local and global responsibility as the next generation of leaders. Students at Summit Tahoma 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 multinational 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 requires an educational program that is integrally interdisciplinary.

To ensure our students are prepared for the jobs of today and tomorrow, Summit Tahoma develops students as empowered learners, critical thinkers, effective communicators, and dynamic leaders who embody our six core characteristics of respect, responsibility, compassion, curiosity, courage, and integrity. Students master cognitive skills such as reading, writing, speaking/listening, problem formulation, conducting research, and data analysis and interpretation. Habits of success in categories such as self-awareness, stress-management, agency, social awareness/relationship skills, and self-direction, balance a focus on skills and content knowledge. The Summit Tahoma educational program creates the conditions under which its students will become self-motivated, competent, and life-long learners.

Developing Self-Directed, Academically Prepared Learners: Readying Students for Life After High School in 2026

Summit Tahoma offers a public school model that is not otherwise available to students in ESUHSD at the same depth, scale, and level of integration. Every student is paired with a mentor, supported through Concrete Next Step planning, challenged in a college-preparatory academic program, and given opportunities to connect learning to real life through Expeditions.

Since opening in San Jose in 2011, Summit Tahoma has served a diverse community of students, including students who are socioeconomically disadvantaged, English Learners, and students with disabilities. The school is built to help students graduate with strong academic foundations, trusted adult support, real-world experience, and a chosen next step toward a fulfilled life.

Over the course of the charter term, Summit Tahoma has listened closely to current students and alumni about what they value and what they need for the future. Students named the diversity of the school community, close relationships with faculty, and mentoring as defining parts of their experience. Alumni shared that while Summit Tahoma provided a strong college-preparatory education, college was not the only meaningful path students and families considered. Apprenticeships, military service, certificate programs, entrepreneurship, and direct employment were also valued as real pathways toward stability, purpose, and reduced student debt.

That feedback helped sharpen Summit Tahoma's mission. The school is preparing a diverse community of young people with the skills, knowledge, and habits to achieve economic empowerment and success through a chosen Concrete Next Step toward a fulfilled life. That Concrete Next Step may be a four-year college, a credential, an apprenticeship, a first job, military service, or a pathway into a high-growth field. What matters is that students leave with direction, options, and the ability to support themselves over time.

Three parts of the Summit Tahoma program make this possible and distinguish the school's model: Students are known, challenged, and leave prepared for what comes next

Students Are Known: A Mentoring Structure at Depth and Scale

Every Summit Tahoma student is paired with a faculty mentor who knows them well, meets with them regularly, and helps guide their academic growth and future planning. This mentoring relationship is a core structure of the school. Every student has an adult who is responsible for knowing their goals, monitoring their progress, helping them build habits, and staying connected with their family.

Summit Tahoma is designed so that every student has a consistent mentor relationship built into the school model. The mentor is not only responding to problems. The mentor helps the student build trust, belonging, academic accountability, and a plan for what comes next.

In the early years, mentors help students develop the habits they need to succeed in a rigorous academic environment. They help students understand their progress, set goals, and take responsibility for their learning. As students move toward graduation, mentoring becomes more focused on life after high school. Students spend increasing one-on-one time with their mentors to identify interests, understand options, make informed choices, and build a plan they can act on.

By senior year, this support culminates in each student's Personal Advisory Board: a community of adults who know the student's goals and can continue supporting them beyond graduation. This level of structured mentoring, future planning, and wraparound support is a distinctive part of Summit Tahoma. It is one of the clearest ways the school makes sure students are not anonymous, and that readiness is personal, practical, and sustained.

Students Apply Learning to Real Life: Expeditions as a Schoolwide Experience
Summit Tahoma students learn about possible futures and test them.

Through the Expeditions Program, students participate in hands-on experiences, internships, projects, and community-connected learning experiences across the East Bay. During each Expeditions cycle, students choose short-term intensive opportunities that allow them to explore interests, build skills, and connect classroom learning to the world beyond school. These experiences may be hosted or supported by local employers, nonprofits, community organizations, and institutions.

Summit Tahoma provides unique and valuable Career exposure, internships, and applied learning opportunities for students in Santa Clara County. At Summit Tahoma, students receive regular, structured, schoolwide access to these experiences as part of the core model. Expeditions is a recurring part of how Summit Tahoma helps students explore who they are, their passions, what they may want to do after high school, and how to make choices that will put them on a pathway for the future.

Delivering a program that centers intentional postsecondary exploration is vital for students in under-resourced communities. All students deserve the chance to learn what different pathways actually look like before they make high-stakes decisions about college, training, work, or debt. Expeditions gives students structured, low-stakes opportunities to explore careers and interests while they are still in high school.

As a result, students arrive at their Concrete Next Step with more information, more confidence, and a clearer sense of purpose. Students are not simply told to be ready for the future. Rather, they build skills needed to make choices, solve problems, work with others, and imagine a life beyond graduation.

Students Leave Prepared: Concrete Next Step Planning for Every Student
Summit Tahoma does not prepare students for a single destination. It prepares students for real choice.

Through the Concrete Next Step framework, every student builds a purpose-driven plan for what comes after graduation. This is not limited to college applications during senior year. It begins earlier and is supported through mentoring, academic advising, Expeditions, and family conversations. Students are asked to think seriously about who they are, what they are good at, what kind of life they want to build, and what next step will help them get there.

This framework is a distinctive part of the Summit Tahoma program. Within the school district, students may have access to counseling, college information, career programs, or individual pathway opportunities, but Summit Tahoma integrates postsecondary planning into the full student experience. Every student is expected to graduate with a Concrete Next Step that is authentic, chosen, and supported by a plan.This matters because readiness is more than admission to college. A student may be accepted to college and still feel unsure, unsupported, or disconnected from purpose. Other students may choose a credential, apprenticeship, military service, entrepreneurship, or direct employment as the right next step. Summit Tahoma treats these as serious choices. The school helps students and families understand the costs, requirements, opportunities, and tradeoffs attached to each path.

The school's postsecondary outcomes reflect the strength of this approach. Summit Tahoma prepares students to move confidently into college, career, and life beyond high school. On the most recent California School Dashboard, 97% of Tahoma students earned a "prepared" designation on the College/Career Indicator, making it one of the highest preparation rates in the area. Furthermore, every graduating class over the charter term nearly 100% of its students apply to a four-year college. Tahoma graduates go on to two- and four-year colleges, career and technical pathways, and selective universities across the country. These outcomes make one thing clear: Summit Tahoma is holding students to a high bar, giving them the support to clear it, and connecting each of them to a meaningful next step.

These outcomes matter because they show that the distinctive parts of the Summit Tahoma program are producing results for students. The school's mentoring model helps students stay connected and supported. Its academic program helps students complete the coursework required for college eligibility. Its Concrete Next Step framework helps students graduate with a plan. Its Expeditions Program helps students connect learning to real life before they leave high school.

Summit Tahoma is special and continued operation is in the best interest of students and the broader Santa Clara County community. The school provides students and families with a distinct public school option that has delivered strong comparative outcomes and a clear benefit across the Dashboard indicators where comparison is available. Summit Tahoma is prepared to continue delivering that benefit for the next five years.

How Learning Best Occurs

The aforementioned strong comparative outcomes are enabled by a foundational educational philosophy that translates proven pedagogical research into daily school structures. Summit Tahoma believes that learning best occurs in an environment that is structured to support learning for each and every student. Drawing from the work of Linda Darling-Hammond, The School Redesign Network at Stanford University, the Coalition for Essential Schools and other respected educational research, Summit Tahoma believes that learning best occurs in a school that successfully implements the following features:

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

For more discussion on teaching methods, please see “Pedagogy (Teaching Methods)” below.

Program Design

The distinctive outcomes and student experiences are made possible through the deliberate operational structures, minute requirements, and support systems embedded within the daily on-site program. Summit Tahoma is a **site-based** program. Students are expected to attend school daily and follow a prescribed schedule (See **APPENDIX A** – Bell Schedule and **APPENDIX B** –Academic Calendar). Summit Tahoma will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, 64,800 minutes of instruction to students in grades 9-12. In addition to the full course load taught at the school site by Summit Tahoma instructors, students have the opportunity to engage in community college courses, distance learning on-line, experiences with community partners, and internships.

The Summit Tahoma environment is **small and personalized**. Research shows that small schools allow students and teachers to develop more connected, long-term relationships that enable better conditions for teaching and learning. Summit Tahoma provides these opportunities to its students and faculty through its small school size and low student to teacher ratio. In addition, we facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. We also support interdisciplinary teams of teachers working at a particular grade level to make connections across the curriculum.

The program is **untracked, personalized, and designed to support college access for all students**. Graduates from Summit Tahoma will meet or exceed all academic entrance requirements for UC/CSU College admissions. Summit Tahoma is a competency-based progression model with a unique focus on knowing each child. In order to personalize instruction

to the needs of students, teachers use ongoing assessments to gather data about student progress and then use that data to make informed instructional decisions. Summit Tahoma has a diverse student population by design and uses a variety of supports and pedagogical strategies to ensure that all students can successfully access the curriculum.

Our environment is personalized through the use of **a mentoring program**, which supplements learning tools, adaptive pedagogy, and clearly articulated benchmark-assessments. Each student is paired with one faculty member who serves as their mentor. The mentor meets regularly with the mentees and leads additional activities and conversations focused on supporting a healthy, balanced, and productive school experience while ensuring a successful transition to college or other post-secondary opportunities aligned with their plans in the later years. The mentor group, consisting of approximately 20 to 25 students, also serves to create a smaller community within the larger student body, and students are expected to support one another in all their academic and personal endeavors.

The program promotes **self-discovery and goal setting**. Summit Tahoma students explore their values, ethics, interests, passions, talents, and visions for the future. They also consider the contributions they would like to make in the world. Based on these in-depth analyses, students 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 supports students throughout their lives.
Each student uses their relationship with their mentor to guide them on their **Personalized Learning Plan (“PLP”)**. As part of the self-discovery and goal-setting process, mentors work with students to identify what they need to study and learn to achieve their goals. The mentor and student, in collaboration with their caregivers, develop a PLP that reflects the student's learning style, preparation, challenges, interests and their 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. Student PLPs are managed through a learning management system (LMS), now Canvas as a tool to support the implementation of the model and approach.

Each year, students work with their mentor and family to reflect on what they have learned, celebrate their achievements, and refine their goals and plans for the future. This process helps 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 their Concrete Next Step after high school.

Each student is guided through **college and career planning**. Many Summit Tahoma students are the first in their families to attend college. Through classroom activities, small groups, and individual counseling, students clarify why they want to go to college, and what kind of institution of higher education they expect to be a good match for them. They learn how to find information about colleges, choose those that seem to match their goals, and write and submit their college

applications. Moreover, they develop habits that help ensure a successful experience at the college of their choice. Students also explore career options of interest, 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 our program are to improve social and professional relationships, foster cooperative learning environments, have students develop a stronger sense of belonging within the school and community, foster cross-cultural sensitivity among students, and to develop a sense of self- empowerment in making healthy life choices. After a careful review of evidence backed frameworks, Summit Public Schools adopted the Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016) and embedded it in our model. The Building Blocks framework integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner. This framework includes the development of skills in five categories:

- Healthy Development (Attachment, Stress Management, Self-Regulation);
- School Readiness (Self-Awareness, Social Awareness/Relationship Skills, Executive Functions);
- Mindsets for Self and School (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevance of School);
- Perseverance (Resilience, Agency, Academic Tenacity); and
- Independence and Sustainability (Self-Direction, Curiosity, Civic Identity)

Summit Tahoma faculty are **high performing, highly qualified teachers who are well supported**. Professional development, teacher planning time, and other opportunities for collaboration are scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, Summit Tahoma ensures collaborative planning time for teachers to calibrate across subjects and help find natural connections in the curricula, so that students will be able to make connections across the subjects and thereby deepen their conceptual understanding of content.
Additionally, all employees at Summit Tahoma create their own adult PLP for the year in collaboration with their manager.

We place great emphasis on **culture and professional development**. We are a learning community in which each member works towards a set of individual goals, takes responsibility for the success of their own PLP, and is nurtured by the community to reach their highest potential.

Teachers, administrators, and staff 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 enhances 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)
Summit Tahoma recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, Summit Tahoma employs 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 provides opportunities for all students to learn academic content at high levels of conceptual understanding.

Targeted Universalism & Differentiated Instruction: Targeted universalism functions to set important, organizationally inclusive goals that are achieved through targeted methods. This approach to teaching addresses the varying needs of each student group while maintaining a community with common goals for achievement.

As part of this process we equip teachers to provide differentiated instruction. Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Teachers are trained to effectively develop and deliver curriculum to a heterogeneous group of students, such that each student is receiving the instruction most appropriate given his or her demonstrated needs and interests.

Summit Tahoma has embedded many structures to help teachers employ targeted universalism, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods. Summit Tahoma’s skill- and project- based learning model allows teachers to assess their students’ progress on various skills and tailor their projects’ content to best meet each student’s zone of proximal development. Students are also provided multiple modes to acquire knowledge and skills, based on their prior preparation and learning style, including online resources, projects, coaching, and more. Other strategies that teachers utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-modal curricular resources.

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 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 is used as a tool throughout a student’s experience at Summit Tahoma to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, both at Summit

Tahoma and at other schools or organizations, and as another vehicle through which a student can express their knowledge and understanding of content. Summit Public Schools is taking great care to evaluate emerging technologies with secure and closely monitored pilots as we continuously seek ways to improve our student and educator experience and learner outcomes.

Workshop Model: Teachers at Summit use the workshop model to introduce new concepts and provide additional support to students struggling with difficult ones. This approach is favored because it allows students to learn by doing; the teacher explains and models the skill or concept and students subsequently engage in guided and then independent practice.

Socratic Seminars: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. Summit Tahoma teachers utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success.

Complex Instruction: Complex Instruction evolved from more than 20 years of research at the Stanford Graduate 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 Summit Tahoma students is included in **APPENDIX C** – Narrative Description of a Typical Day for a Student.

Curriculum

The curriculum at Summit Tahoma offers a foundation of academic content knowledge in six core content areas, and prepare students to enter a college or university with the academic literacy and higher-order thinking skills required for post-secondary education. The curriculum is aligned with the Common Core State Standards for English Language Arts & Literacy and Mathematics, the Next Generation Science Standards, California State History Standards, and the College, Career, and Civic Life (C3) History Framework. All 9-12 core courses meet the University of California/California State University A-G requirements. All AP 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. Summit Tahoma recognizes the importance of regular physical education in adolescent development and regular physical education is part of the middle school curriculum.

By completing Summit Tahoma's graduation requirements, students will exceed the University of California's A-G subject requirements. Students and parents/guardians are informed about how each course fulfills graduation and college entrance requirements and transfers to other public high school programs.

Parents and guardians receive this information directly from their student's mentor as part of the annual Personalized Learning Plan (PLP) process described above, including a review of how each course applies toward UC/CSU A-G eligibility and how it would transfer if the student enrolls in another public high school. Before entering twelfth grade, every student and family also receives information about the Free Application for Federal Student Aid (FAFSA) and the California Dream Act Application, delivered through the college and career planning process described above and reinforced at Parent Education Nights, which address financial aid as a standing topic.

Core Academic Coursework: Students are required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, History/Social Sciences, Mathematics, Sciences, Language other than English, and Visual and Performing Arts. Summit Tahoma's core course requirements will exceed those of the University of California A-G requirements.

Advanced Placement Exams: Students are expected to prepare for and pass at least one AP exam. Preparation will include coursework as well as some teacher directed independent learning.

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

Approved Courses: All courses offered at Summit Tahoma in the six core subject areas will be approved to meet Summit Tahoma's graduation requirements. Additionally, students may seek administrative approval to enroll in online distance learning courses, community college courses, or high school courses from other institutions to be applied towards Summit Tahoma's graduation requirements. Outside courses will only be accepted as meeting Summit Tahoma's graduation requirements if they are college preparatory, comparable to the courses taught at Summit Tahoma, and taught by an accredited institution. Approval for such courses must be obtained from the Executive Director prior to the commencement of the course.
Revisions to the list of courses offered by Summit Tahoma will be made based on a continuous improvement process that involves, among other things, 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. Summit Tahoma intends to offer the following courses at this time:

High School:
Social Science

- American Histories and Cultures
- World History
- AP United States History
- AP United States Government and Politics

English

- English 9
- English 10
- AP English Language and Composition
- AP English Literature and Composition

Mathematics

- Math I
- Math II
- Math III
- AP Statistics
- AP Calculus AB

Laboratory Science

- Biology/ Life Sciences
- Physics
- Chemistry
- AP Environmental Science

Language other than English

- Spanish I
- Spanish II
- Spanish III
- AP Spanish Language

Visual and Performing Arts

- Dance 1[1]

Each course listed above is a one-year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. **Sample course descriptions from each subject area are contained in APPENDIX E.**

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

Complete the following number of approved year-long courses with a C- grade or better:

- 4 History / Social Science
- 4 English
- 4 Mathematics
- 4 Laboratory Science
- 2 Language other than English
- 1 Visual and Performing Art

Received credit for the following number of year-long courses or equivalent experiences:

- 3 Electives

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 by demonstrating mastery in the skills and standards referenced in **APPENDIX E.**

Graduation requirements may be modified over time; provided, however, that any changes must remain equal to or greater than the minimum requirements mandated by the California Department of Education and must be consistent with options permitted under the California

Education Code. Such options include, but are not limited to, mastery-based grading and other grading systems authorized by law (e.g., Education Code §§ 49066 to 49067 [teacher authority and grade changes], § 51225.3 [minimum high school graduation requirements], and § 56026.12 [alternative diploma pathways for students with disabilities]). Any such modifications may be approved by the Summit Public Schools Chief Executive Officer in consultation with the Chief Academic Officer and Executive Director.
The Executive Director will have discretion, to the extent permitted by law, to adjust the graduation requirements for individual students when necessary and appropriate. For students who transfer into Summit Tahoma after the first semester of 9th grade, the Executive Director may determine how prior coursework will be credited towards graduation and may adjust the student's course sequence to ensure the student is UC/CSU-eligible if the full Summit graduation requirements cannot be completed.

Standards Alignment

To fulfill our commitment to student readiness, Summit Public Schools intentionally aligns its full academic program, core course sequences, and internal assessment systems with California state standards. Like the Common Core, Summit Public Schools emphasizes skills and habits of success alongside content knowledge, in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce. To achieve this, Summit embraces the Common Core's alignment to college and career expectations and implements curriculum that not only meets but exceeds Common Core Standards and Shifts to raise expectations across multiple areas of students' educational experience including instructional materials, classroom practice, and assessment.

This also means that Summit partners with top educators and institutions across the country to develop curricula and rubrics that work to best prepare students for success after high school. Summit's curriculum is aligned with the Common Core State Standards for English Language Arts & Literacy and Mathematics, the Next Generation Science Standards, California State History Standards, and the College, Career, and Civic Life (C3) History Framework. Every teacher at Summit is trained in implementing the standards for each core academic area using best practices to ensure consistent, high-quality instruction.

Materials
As outlined above, Summit Public Schools has partnered with a number of leading educators and institutions across the country to identify the most effective and appropriate teaching materials for implementing its Common Core-aligned curriculum. **An exemplar list of these partners appears in APPENDIX F**. **Recent course materials lists can be found in APPENDIX E, by course subject**. Materials used may change year to year as they are updated regularly by Summit faculty based on efficacy and relevance.
Annual Goals and Actions in the State Priorities

Summit Tahoma will comply with all applicable requirements pursuant to California Education Code section 47605(c)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide)

and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to APPENDIX J for the schoolwide goals for relevant sub-groups and corresponding assessments. Summit Tahoma will continue to produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code section 47606.5. Summit Tahoma shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Summit Tahoma shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP and annual update, and shall hold at least one public hearing to solicit recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. Summit Tahoma will submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code section 47604.33.
The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to this Charter, and the LCAP will be maintained by Summit Tahoma at the school site.

Special Populations

Summit Public Schools offer a personalized learning experience that affords every student the opportunity to achieve their academic goals regardless of their previous preparation and background.
The very design of Summit Public Schools allows every student to receive an education at their "just right" level: the place where projects and content are challenging enough to push their learning without being so difficult that they become frustrated. This design ensures that all students – including students with disabilities, students who are English Learners, students who are academically low-achieving, and students who are academically high-achieving – receive an education that is tailored to their individual needs.

Academically Low Achieving Students

Overview

Summit Tahoma's goal is for all students to graduate high school prepared for college and their Concrete Next Step after graduation. To reach this goal, Summit Tahoma provides comprehensive support to every student upon enrollment, regardless of their academic background. Summit Tahoma utilizes a Multi-Tiered System of Supports (MTSS) to identify students who require additional academic intervention and to provide increasingly intensive supports based upon student need. Summit Tahoma utilizes multiple measures, including state assessments (such as the California Assessment of Student Performance and Progress (CAASPP) and, where applicable, the English Language Proficiency Assessments for California (ELPAC)), local benchmark assessments, classroom formative assessments, course performance, attendance, and educator observations to identify students who require additional academic support.. Students who perform below grade-level expectations, or who are making insufficient progress to meet grade level by year's end, are provided with targeted interventions as listed in **APPENDIX EE** and resources designed to ensure every student has the opportunity to succeed and thrive academically

Educational research and best practices in pedagogy indicate that academically low-achieving and at- promise 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, J. H., Lotan, R. A., & Whitcomb, J. A. (Eds.). (1998). Groupwork in Diverse Classrooms: A Casebook for Educators. New York: Teachers College Press; and The New Teacher Project. *The Opportunity Makers: How a Diverse Group of Public Schools Helps Students Catch Up—and How Far More Can.* TNTP, 2024. https://tntp.org/publication/the-opportunity-makers). Additionally, academically low achieving and at-promise students benefit greatly from placement in a heterogeneous classroom.

At Summit Tahoma, academically low-achieving and at-promise students are fully integrated into the school community and participate in the entire curriculum. Teachers use research-based strategies such as Complex Instruction and heterogeneous group work to support students in meeting content standards. Students, their caregivers, and mentors work together to identify needed supports, which are accessed through the learning management system. Online learning and assessment tools help diagnose needs quickly so instruction can be targeted to each student's demonstrated instructional needs.

Core supports may include daily peer or adult tutoring, weekly teacher office hours, subject-specific workshops, and one-on-one or small-group sessions during Expedition periods. Each student's progress is closely monitored by their mentor, and during PLP meetings families are informed of available supports and a plan is created to best meet the student's needs.

The following section provides examples of the methods by which Summit Tahoma will use to accelerate the growth of its academically low achieving and/or at-promise students. These services are available to all Summit Tahoma students. In addition, **APPENDIX G** summarizes a comprehensive list of supports and services and related faculty expectations and supports in *A Summary of Typical Support Systems*.

APPENDIX C includes a narrative description of a typical daily experience for an academically low achieving / at promise student.

Faculty Habits and Content Development Time

Summit Tahoma implements a Student Support Block to support academically low achieving students. Student Support Block is an hourly framework designed to provide targeted interventions and accelerated services to students based on data-informed decisions from core classes, ensuring students do not miss essential instruction. This strategic period focuses on identifying and addressing the priority needs of students to foster their academic growth. During this time, Summit Tahoma offers:

- **Learning Centers for Students with Disabilities**: Learning Centers offer specialized support to meet the unique learning needs of students with disabilities.
- **Designated English Language Development**: Targeted English language support is provided to help English Learners master language skills.
- **Content and Skill Development**: Student receive target instruction on skills and content in academic coursework
- **Evidence Based Interventions**: Students identified through MTSS may receive evidence-based literacy and mathematics interventions appropriate to their demonstrated instructional needs. Evidence based interventions may involve, among other things, targeted tutoring sessions using research-backed teaching

methods tailored to the student's learning style and needs. Regular assessments are conducted to monitor progress and adjust the intervention as necessary, ensuring that the student receives effective support based on proven strategies.

Data Analysis Tools: These tools assist teachers in grade-level meetings to identify the specific interventions needed for each student. By showing the mastery level of each student in grade- level standards, teachers can dynamically allocate interventions on a continuous improvement cycle, following a small cycle intervention process similar to the PDSA (Plan-Do-Study-Act) cycle. Additionally, this tool assists staff in ensuring that interventions are appropriately coordinated for students receiving special education services or English Learner services.. It aids in scheduling services efficiently to avoid conflicts and ensures that the most vulnerable student groups receive priority in intervention planning.

This comprehensive approach within the Support Block aims to provide additional, focused support to our students, leveraging structured interventions and real-time data to enhance the educational outcomes.

In addition to Support Block, mentors hold Habits and Content Development on a daily basis, which offers students an opportunity to develop executive functioning, organization, study skills, and self-directed learning strategies that will allow them to study for, learn, and master content. During this time, students practice key aspects of the Self-Directed Learning Cycle while focused on a specific course's content.

Daily, Summit Tahoma students have the opportunity to access one-to-one support from their teachers as well as from peer tutors. They may seek individual support from teachers and/or peer tutors during Self-Directed Learning Time or during Student Support Block. Tutors provide support on current assignments and course work and on remediation work to help develop missing skills and poor academic literacy. Students often commit to participation in tutoring and self-directed interventions in their Personalized Learning Plan.

Summit Tahoma regularly monitors the effectiveness of its academic intervention program using multiple measures, including course grades, benchmark assessments, CAASPP results, graduation progress, attendance, and other indicators of student growth. Intervention strategies are adjusted based upon student performance data and ongoing review through the school's MTSS process.

Expeditions

Expeditions play an essential role in realizing the mission of Summit Public Schools by offering engaging, relevant, and meaningful experiences, internships, and exposure to postsecondary pathways that prepare our students for success in college, career, and life. The Expeditions program creates the environment to provide young people exposure to various career fields, opportunity to explore career pathways of interest, and ultimately the framework to pursue a Concrete Next Step in life after high school. Expeditions experiences build student character and promote deep engagement in learning. Expeditions experiences require students to apply their knowledge from their core academic classes, experience real-world contexts, solve problems that require a multi-disciplinary mindset, and explore interests in potential career fields. Staff draw from the CDE's model curriculum standards to inform content and structure, while ensuring that the program remains responsive to student interests and community needs.

Through the Expeditions program, students will develop real world skills and gain workforce development experience in fields such as:

Agriculture and Natural Resources	Health Science and Medical Technology
Arts, Media, and Entertainment	Hospitality, Tourism, and Recreation
Building and Construction Trade	Information and Communication Technologies
Business and Finance Education	Manufacturing and Product Development
Child Development, and Family Services	Marketing Sales and Service
Energy, Environment, and Utilities	Public Services
Engineering and Architecture	Transportation
Fashion and Interior Design	

The Expeditions program is organized into career clusters, which are structured pathways that align student learning with real-world industries and postsecondary opportunities. Each cluster, such as Healthcare, Engineering & Technology, or Arts & Media, offers students deep, hands-on experiences that connect academic skills to career readiness. Summit designed this structure to ensure that students build relevant competencies, earn industry-aligned credentials, and gain early exposure to the professions shaping our region's future. By clustering its Expeditions offerings in this way, Summit Tahoma creates meaningful, purpose-driven learning that prepares students for both college and career, while offering a distinct value-add to the district's broader educational ecosystem. The following experiences are reflective of options we expect to be available to students during a given school year.

- **Design, Engineering & Technology:** Summit Tahoma's Design, Engineering & Technology Expeditions give students rigorous, hands-on introductions to a range of technical and innovative fields, including coding, mechanical engineering, rocket science, entrepreneurship, and textiles and manufacturing. Through project-based learning, students apply principles of design thinking, problem-solving, and innovation as they develop, test, and refine their ideas. These experiences build both technical and creative confidence, helping students become problem-solvers, makers, entrepreneurs, and systems thinkers. Students engage with real-world challenges and gain early exposure to the skills and practices used across engineering, technology, manufacturing, and business fields. Together, these Expeditions provide students with meaningful opportunities to explore potential career pathways while building a foundation for further study and future careers in rapidly evolving industries.
- **Arts & Media:** Summit Tahoma's Arts & Media Expeditions give students hands-on opportunities to explore creative industries through experiences such as mixed media art, music production, experiential storytelling through Xperiential Storytelling, and film and media arts through MACLA (Movimiento de Arte y Cultura Latino Americana). Through project-based learning and partnerships with local arts organizations and industry professionals, students develop creative and technical skills while gaining exposure to the wide range of careers connected to arts, media, and entertainment. These experiences encourage students to bring their ideas to life through different

mediums, build confidence in their creative abilities, and develop skills in collaboration, communication, storytelling, and production. Together, these Expeditions provide students with meaningful opportunities to explore potential career pathways while building a foundation for further study and future careers across creative industries.

- **Healthcare:** Summit Tahoma's healthcare-focused Expeditions provide students with meaningful, hands-on pathways into one of the region's most in-demand industries. Through experiences in Medical Technology, volunteer opportunities at the VA Hospital, and a STEM internship at Stanford where students shadow and support Ph.D. candidates with research and laboratory work, students gain direct exposure to a variety of healthcare, medical, and research careers. These experiences allow students to build relevant skills, learn alongside professionals, and better understand the education and training required for different pathways within the healthcare field. Together, these experiences prepare students to make informed decisions about further study and future careers in healthcare, medicine, and scientific research.
- **Internships:** The culminating experience for the Expeditions Program - Summit Tahoma's internship program provides students the professional skills typical to internship programs - resume building, cover letters, interviews, professional dress, etc. by placing them in internships within their community. Currently students have the opportunity to work with city government, tech companies, the police, and business leaders amongst others. It is not uncommon for a student to become interested in an internship after an experience in another Expeditions experience!

During the school year, students have one daily period in which they complete their homework with the support of student study groups and an adult faculty member. During this time, students may also access adaptive support to support development in literacy and numeracy through tools such as Teach to One Roadmaps and Coursemojo.

Faculty Discussions / Interventions / Individual Plans

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

School administrators, all grade level teachers and mentors meet with at-promise students and their parents/guardians when necessary, throughout the semester in "intervention" meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents/guardians, and teachers. The student's mentor monitors the plan to ensure that it is followed as well as student progress. Progress monitoring is individualized and may include monitoring the student's progress on their PLP, grades, standardized assessments, and teacher reports. The student's mentor will continue to monitor progress even once the student has achieved their targets in order to ensure continued growth.

Academically High-Achieving Students

At Summit Tahoma, academically high-achieving students are those who perform at an advanced level on California State Standards Exams and / or who consistently earn “A” grades in a majority of their courses.

Five of the core content areas will offer at least one, if not two, 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.

All Summit Tahoma courses are personalized and differentiated in order to meet the needs of diverse learners. The vast majority of incoming 9th graders are appropriately challenged by Math I. However, it may be appropriate for some incoming 9th graders to start their math sequence in Math II. Summit Tahoma shall comply with all applicable requirements of the California Mathematics Placement Act of 2015 (Education Code section 51224.7).

In order to be eligible to take Math II as a 9th grader, students must:

- Express preference to accelerate in their math sequence.
- Demonstrate proficiency of Algebra and Geometry concepts as well as math problem-solving strategies on a Diagnostic Placement Exam to be administered within the first two weeks of school.

If a student is placed in Math II as a 9th grader, their typical sequence would include Math III in 10th grade, AP Calculus AB in 11th grade, and AP Statistics in 12th grade.

Summit Tahoma’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 C**.

English Learners

Overview

Summit Tahoma will comply with all applicable legal requirements for English Learners as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. Policies will ensure proper placement, evaluation, and clear communication of student and parent/guardian rights.

Home Language Survey

Summit Tahoma will administer the home language survey upon a student’s initial enrollment into Summit Tahoma.

ELPAC Testing

All students who indicate that their home language is other than English will be screened on the Initial ELPAC within thirty days of initial enrollment or up to 60 calendar days before enrollment (but not before July 1) if administered before enrollment. and at least annually thereafter during the State’s annual Summative ELPAC testing window until re-designated as fluent English proficient.

Summit Tahoma will notify all parents and guardians of its responsibility for ELPAC testing and of ELPAC results in accordance with state and federal law. The ELPAC will be used to fulfill the requirements for annual English proficiency testing.

Faculty Input
Students are assigned to a faculty mentor at the beginning of the school year. These mentors spend a significant amount of time with each student and use this time to gain additional insight about each student. These observations may be used to inform instructional supports for English Learners and to identify students who may require additional academic or language development interventions.

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 ELPAC. ELPAC Overall Performance Level 4 was approved by the State Board of Education as the statewide standard for this criterion.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent's opportunity to participate, as well as 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.

Students who are reclassified as Redesignated Fluent English Proficient (RFEP) shall be monitored for at least four years following reclassification in accordance with state law.
Strategies for English Language Learner Instruction and Intervention

Summit Tahoma will serve English Learners identified through Initial ELPAC testing, through a Structured English Immersion program at the charter school site. Under this program, English Learners shall receive integrated English Language Development throughout the instructional program and designated English Language Development appropriate to their English proficiency level, while participating in rigorous grade-level instruction aligned to the California content standards. Teachers providing instruction to English Learners shall possess the appropriate English Learner authorization required by California law. **APPENDIX C** includes a narrative description of a typical daily experience for an EL student, and **APPENDIX H** details

strategies that may be used for EL instruction and intervention, specific materials and texts that may be used in support of these strategies, how the student progress and the program itself will be monitored for effectiveness, how EL professional development will be provided for teachers, and the role of the EL Coordinator.
Summit Tahoma shall evaluate the effectiveness of its English Learner program using multiple measures, including ELPAC results, English Learner progress indicators, reclassification rates, academic achievement, graduation outcomes, and stakeholder input, and shall modify the program as appropriate.

Students with Disabilities

Overview

The following provisions summarize the manner in which Summit Tahoma will serve its students with disabilities:

- It is understood that all children will have access to Summit Tahoma and no student shall be denied admission due to disability.

- Summit Tahoma will comply with the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- Summit Tahoma will be solely responsible for compliance with Section 504 and the ADA.

- Summit Tahoma agrees to implement a Student Support Team process, an important general education intervention process, which shall not be used to delay, deny, or condition a referral for evaluation under either Section 504 or the IDEA.

- Summit Tahoma has been deemed an LEA and a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code section 47641(a). Summit Tahoma reserves the right to seek membership in another SELPA, and such change shall not constitute a material revision of this charter.

Summit Tahoma will seek the District and County's support in the provision of data or information in Summit Tahoma's pursuit of or continuation of membership in a SELPA as an LEA. When Summit Tahoma is an LEA and a member of a SELPA, Summit Tahoma shall be solely responsible for compliance with the IDEA and the costs thereof. Summit Tahoma complies with applicable law and the published policies of the SELPA of which it is a member.

Section 504 of the Rehabilitation Act

Summit Tahoma recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Summit Tahoma. Summit Tahoma will ensure that its programs, services, activities, facilities, communications, and

technology are accessible to qualified individuals with disabilities as required by Section 504, Title II of the Americans with Disabilities Act as applicable, and their implementing regulations. Summit Tahoma agrees and acknowledges that individuals with disabilities under Section 504 include (i) persons with a physical or mental impairment which substantially limits one or more major life activities, (ii) persons with a record of such an impairment, or (iii) persons regarded as having such an impairment. Students determined to be qualified individuals with disabilities under Section 504 shall receive a free appropriate public education ("FAPE"), including regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met, consistent with Section 504 and its implementing regulations. Depending on the student's individual needs, services may be provided through a Section 504 Plan and/or Individualized Education Program (IEP) under the IDEA, as appropriate.

Summit Tahoma shall evaluate any student who, because of disability, needs or is believed to need regular or special education or related aids and services before taking any action with respect to the student's initial placement under Section 504. A 504 team will be assembled by the Executive Director, or administrative designee, and shall include a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options. Parents or guardians, and the student when appropriate, shall be invited to participate in all Section 504 meetings. 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 504 team shall review and consider evaluation information from a variety of sources, to 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 will also consider the following information in its consideration:

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

Eligibility shall be determined without regard to the ameliorative effects of mitigating measures, except ordinary eyeglasses or contact lenses. The final determination of whether the student will or will not be identified as a person with a disability who requires accommodations under Section 504 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 will be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the FAPE. In developing the 504 Plan, the 504 team will 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 Summit Tahoma's professional staff.

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

Appropriate school personnel responsible for implementation shall have access to the student's Section 504 Plan and shall be informed of their responsibilities. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that they review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Reevaluation shall occur periodically and before any significant change in placement. Attached as **APPENDIX I,** please find the Summit Tahoma 504 policy, 504 Procedures and 504 Parent Notification.

Services for Students under the IDEA

Summit Tahoma provides special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the applicable SELPA. Summit Tahoma holds SELPA membership as an LEA. Should that change, Summit Tahoma will become, by default, a public school of the authorizer, SCCOE, for purposes of Special Education purposes pursuant to Education Code section 47641(b).

Services for Students under the IDEA for Summit Tahoma (as an LEA and Member of SELPA)

Summit Tahoma is a member of El Dorado County SELPA. Summit Tahoma reserves the right to seek membership in another SELPA, and such change shall not constitute a material revision of this charter. The following language applies while Summit Tahoma is an LEA and member of the SELPA pursuant to Education Code section 47641(a):

As a member of the SELPA, Summit Tahoma shall be solely responsible and liable for providing special education services under the IDEA with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to Summit Tahoma. Summit Tahoma will comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, Summit Tahoma will receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to

provide special education instruction and related services to eligible pupils. As an LEA, Summit Tahoma will be solely responsible for all special education costs which exceed State and Federal special education revenue and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

Summit Tahoma will provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

Summit Tahoma will provide services for special education students enrolled in Summit Tahoma. Summit Tahoma 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.

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

Staffing

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

Summit Tahoma 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 related service providers. Summit Tahoma will ensure that all special education staff hired or contracted by Summit Tahoma is appropriately credentialed, licensed, or otherwise qualified under federal and California law and SELPA requirements. Summit Tahoma will be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, school counselors, speech therapists, occupational therapists, vision and hearing itinerants, nursing services, behavioral therapists, and school psychologists.

Notification and Coordination

Summit Tahoma will follow SELPA policies as they apply to all SELPA schools for responding to the implementation of special education services. Summit Tahoma will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

Summit Tahoma will 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. Summit Tahoma 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. However, the Student Success Team process shall not be used to delay, impede, or deny a prompt referral for a special education evaluation when a disability is suspected. A written request for special education evaluation, whether initiated by school staff or by a parent/guardian, immediately triggers statutory timelines, and Summit Tahoma will follow all legal mandates for a timely response.

Summit Tahoma will follow Child Find procedures to identify, locate, and evaluate all students who are suspected of having disabilities and who may require special education and related services. General education interventions may be considered, but shall not be used to delay or deny a referral for special education assessment when a disability is suspected.

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. Summit Tahoma will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. Summit Tahoma will provide a proposed assessment plan within the timelines required by Education Code section 56043. Summit Tahoma will obtain parent/guardian consent to assess Charter School students.

IEP Meetings

Summit Tahoma will arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. Summit Tahoma will be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or a Summit Tahoma local education agency (“LEA”) representative with appropriate administrative authority as required by the IDEA; the student’s special education teacher; at least one general education teacher of the student, if the student is or may be in a regular education classroom; the parent(s) and/or guardian(s); the student, if appropriate; if the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and, if appropriate, other Charter School representatives who are knowledgeable about the regular education program at Summit Tahoma and/or about the student. Summit Tahoma will arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

Summit Tahoma 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 meetings shall be conducted in accordance with applicable law.

IEP Implementation

Summit Tahoma will be responsible for all school site implementation of the IEP. As part of this responsibility, Summit Tahoma shall provide parents/guardians with timely reports on the student's progress as provided in the student's IEP, in accordance with applicable law, at least as frequently as report cards are provided for Summit Tahoma's non-special education students. Summit Tahoma will also provide all home-school coordination and information exchange. Summit Tahoma will also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology as appropriate.

Interim and Initial Placements of New Charter School Students

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

In accordance with Education Code section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into Summit Tahoma from a district operated program under the same special education local plan area of Summit Tahoma within the same academic year, Summit Tahoma shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and Summit Tahoma agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to Summit Tahoma with an IEP from outside of California during the same academic year, Summit Tahoma shall provide the pupil with a FAPE, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until Summit Tahoma conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by Summit Tahoma, and develops a new IEP, if appropriate that is consistent with federal and state law. Within thirty (30) days of receipt of the student's official or unofficial educational records, Summit Tahoma shall either adopt and implement the previously adopted IEP or develop, adopt, and implement a new IEP, as required by Education Code section 56325.

Summit Tahoma shall take reasonable steps to promptly obtain the student's educational records, including the student's IEP and supporting documentation, from the previous educational agency, shall promptly respond to requests for records from another educational agency, and shall accept unofficial records provided by the student's parent or guardian pending receipt of official records, as required by Education Code section 56325.

Students shall be educated in the least restrictive environment appropriate to their individual needs.

Non-Public Placements/Non-Public Agencies

Summit Tahoma will be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. When Summit Tahoma places a student with a disability with a nonpublic school or nonpublic agency provider, Summit Tahoma will verify that the provider is certified by the California Department of Education.

Non-discrimination

It is understood and agreed that all children will have access to Summit Tahoma and no student shall be denied admission due to the nature, extent, or severity of their disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

Summit Tahoma will adopt policies for responding to parental concerns or complaints related to special education services. Summit Tahoma will receive any concerns raised by parents/guardians regarding related services and rights.

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

Notice of Procedural Safeguards; Due Process Hearings

Summit Tahoma will provide parents/guardians with notices of procedural safeguards, including information on the procedure to initiate both formal and informal dispute resolutions, as required by law.

Summit Tahoma 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, Summit Tahoma shall defend the case.

SELPA Representation

Summit Tahoma understands that it shall represent itself at all SELPA meetings.

Funding

Summit Tahoma understands that it will be subject to the allocation plan of the SELPA.

Graduation and Competency

Summit Tahoma will follow legal requirements and SELPA policies regarding graduation requirements for students with disabilities. Summit Tahoma recognizes that students with disabilities are entitled to a course of study that provides them with a free and appropriate public education ("FAPE") and that modifications to Summit Tahoma's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's IEP team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and internal assessments. The IEP team shall also determine, on an individualized basis, whether the student will pursue the state minimum graduation requirements, local graduation requirements, or another legally permissible course of study consistent with applicable law. Summit Tahoma will comply with all applicable requirements regarding graduation for students with disabilities, including but not limited to alternative diploma pathways.

Transition Plans

For students beginning no later than when the pupil starts their high school experience or not later than the first individualized education program to be in effect when the pupil is 16 years of age or younger, as appropriate, **the IEP will include appropriate measurable postsecondary goals and transition services needed to assist the student in reaching those goals, as required by IDEA** and California law governing Individual Transition Plans (ITPs)**. This includes measurable postsecondary goals related to education, employment, and independent living, as well as services to help students reach those goals**, and shall be updated annually**.**

Reporting

Summit Tahoma will collect, maintain and report information required by the IDEA, which may include: age, grade, type of disability, EL status, the number of students receiving services, types of test modifications and exemptions, settings of service, suspension data, and reasons for charter exit. All necessary procedures and practices to ensure confidentiality and accurate and timely reporting will be the responsibility of the Executive Director or designee.

Special Education Strategies

Summit Tahoma is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. Summit Tahoma will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

Summit Tahoma will aim to provide students with disabilities with what they need in the least restrictive environment possible, following the continuum of services as indicated by individual student needs. The Charter School will use an “inclusion” model where most services are provided in class. To this end, Summit Tahoma may utilize strategies such as collaboration between Special Education teachers and core subject teachers, and small group work, when appropriate to meet the needs of each student. More restrictive educational settings may be considered only when the IEP team determines that education in the regular educational environment, with appropriate supplementary aids and services, cannot be satisfactorily achieved. All services will be provided in accordance with the student’s IEP. However, if a student's needs as documented on the IEP require a program and/or services that the IEP team determines cannot be met at or by the Charter School, the Charter School will work with the SELPA to provide appropriate placement and/or services.

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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school."*
>
> *-California Education Code section 47605(c)(5)(B)*

Measurable Student Outcomes

Summit Tahoma's outcomes are designed to align with its mission, curriculum, and assessments, the Common Core State Standards, and the California State Standards for courses offered at Summit Tahoma, and the applicable State priorities described in subdivision (d) of section 52060.

Upon graduation, students will have demonstrated the following which indicate their ability to be self-motivated, competent life-long learners. Summit Public Schools believes that to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success, students must also develop certain habits of success and cognitive skills.

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, which is defined as basic or higher proficiency as assessed by an objective rubric, of the skills needed to meet the ESLRs by earning a passing grade in each of the courses required for graduation. A list of courses and course descriptions used by our teachers is included in **APPENDIX E**.

These required courses and curriculum are aligned to the Common Core State Standards and are designed to develop and assess specific cognitive skills, including, but not limited to, textual analysis, use of sources, inquiry, analysis and synthesis, composition and writing, speaking and listening, and presentation of products. 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.

Charter School Outcomes that Align with the State Priorities

Goals, actions, and measurable outcomes aligned with the eight state priorities:

Pursuant to Education Code sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of Summit Tahoma's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the eight State priorities as described in Education Code section 52060(d), can be found in Summit Tahoma's most recent Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending Summit Tahoma, including our numerically significant student subgroups. The metrics associated with these goals help Summit Tahoma to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

Summit Tahoma's LCAP identifies the skills, knowledge, and attitudes that reflect our educational objectives and how they are assessed by objective means that are frequent and with sufficient rigor to determine whether pupils are making satisfactory progress. Summit Tahoma's LCAP includes a discussion of its Dashboard performance. A detailed discussion of the Summit Tahoma's performance on the Dashboard is included in the section on the renewal standard, above.

Pupil achievement measurements will include the following elements:

- Alignment with state priorities as described in section 52060(d) of the Education Code.
- Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the State board.
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University.
- The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.
- The percentage of pupils who have successfully completed both types of courses as described in Education Code section 52060(d)(4)(B)–(D).
- The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for

California or any subsequent assessment of English proficiency, as certified by the State board.

- The English learner reclassification rate.
- The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.
- The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

Summit Tahoma will annually update and develop the LCAP in accordance with Education Code section 47606.5 and plans to use the LCAP template adopted by the State Board of Education. Summit Tahoma reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. Summit Tahoma plans to submit the LCAP to SCCOE annually on or before July 1, as required by Education Code section 47604.33.

Each of Summit Tahoma's LCAP goals aligns with multiple State Priorities. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by Summit Tahoma at the school site. A copy of Summit Tahoma's 2025-2026 LCAP is included as **APPENDIX J** and can also be found on Summit Tahoma's website.

As detailed in Element A, Summit Public Schools is committed to ensuring that all students succeed in college, their careers, and in life. Like the Common Core State Standards, Summit Public Schools emphasize skills and habits of success alongside content knowledge, in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce. To achieve this, Summit embraces the Common Core's alignment to college and career expectations and implements a curriculum that not only meets but exceeds Common Core State Standards. Many of Summit's partners in this work are detailed in **APPENDIX F**, and Summit's Common Core-aligned rubrics, curricular materials, and assessment strategy can be found in **APPENDIX E.**

ELEMENT C: METHODS OF MEASUREMENT

"The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card."

-California Education Code section 47605(c)(5)(C)

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes. In addition to these tools, more information on Summit Public Schools' assessment plan can be found in **APPENDIX E**.

Assessment Tool	Frequency of Assessment	Topics Assessed
California Smarter Balanced Assessments	Annually, 11th grade	English, Math
California Science Test ("CAST")	Annually, 12th grade	Science
English Language Proficiency Assessments for California (Initial and Summative)	Initial ELPAC (first 30 days of enrollment in a public school) Summative ELPAC (annually) All grades	English Language Development
Physical Fitness Test ("PFT")	Annually, 9th grade	Physical Fitness
Concept Units	Throughout the year, all grades	Math
Cumulative Final Projects	Annually, all grades	English, Math, Science, History, Cognitive Skills
Advanced Placement Exams	During 11th & 12th grade	English, History, Math, Science, Spanish, College Readiness
PSAT	Annually, 11th grade; optional for 9th and 10th grade	English, Math, College Readiness
SAT I	Annually, 11th grade	English, Math
Progress in coursework	Each semester, all grades	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Progress toward achieving Personalized Learning Plan goals	Each semester, all grades	Vary; may include cognitive skills, multiple subjects, and habits of success

Progress toward achieving Individual Education Plan goals	Each semester, all grades	Vary; dependent on IEP
Teacher-developed rubrics for projects and coursework, which may include: 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	Ongoing, all grades	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Completion of all graduation requirements	Upon graduation	English, History, Math, Science, Spanish, College Readiness
Applications to four-year colleges	Upon graduation	College Readiness
Acceptance letters to four-year colleges	Upon graduation	College Readiness

Use and Reporting of Data

The three primary tools used to collect student data are PowerSchool, Overgrad, and a local learning management system (currently, Canvas). The three systems combined have the capability to record results for all of the tools described in the previous section.

Collection

- Standardized assessment results are all available electronically and are uploaded by the Executive Director or their designee.
- All results from assessments given at the school are input by faculty members.
- All information pertaining to student goals is input by mentors or Special Education teachers.

- Seniors, mentors, and parents/guardians enter all college data into the Overgrad system.

Analysis

- Individual students, their parents/guardians 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. They will use this data to set goals and identify strategies to ensure the student is making progress towards those goals.
- Summit Tahoma faculty will analyze data from all of the tools listed for individual students, as well as school-wide, on an ongoing basis each semester. They will use this data to inform their teaching strategies and to identify students who may be in need of additional support or interventions. Time for this analysis is set aside during faculty meetings each semester as well as during the weeks when students are participating in Expeditions.
- Faculty will review data schoolwide throughout the year to improve the educational program, as outlined in "Continuous Improvement" below.
- The Board will receive regular updates regarding the results and analysis of data, including suggested course of action, at least two times per year.

Reporting

- Results from the data tools listed above are available for each individual student and their parents/guardians to view at all times via a secure web-based platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, Summit Tahoma will publish a School Accountability Report Card (SARC) as required by Education Code section 47605(c)(5)(C) that will be posted on Summit Tahoma's website and upon request, be made available in Summit Tahoma's lobby.
- On an as-needed basis, Summit Tahoma will publish bulletins reporting general student or school performance data.

Continuous Improvement

Summit Tahoma is committed to using student performance data to refine and improve the educational program. Faculty set aside dedicated time each semester, as well as during Expeditions weeks, to analyze data and propose research-based changes to the educational program. Proposed changes are considered using consensus processes, collaborative decision making, and decision grids. In addition, processes will be carried out to ensure they are not in conflict with any collective bargaining agreement then in place.

Accreditation

Summit Tahoma is fully accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges ("WASC"). In 2022, the WASC determined that Summit Tahoma would receive full accreditation status through June 30, 2028, concluding that the school "meets the ACS WASC criteria for accreditation[.]" Through a mid-cycle visit, in 2025, WASC reaffirmed accreditation for Summit Tahoma to June 30, 2028.

Authorizer Visitation/Inspection

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

Response to Inquiries

Pursuant to Education Code section 47604.3, Summit Tahoma will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records and contracts, from the District, County Office of Education, and other officials set forth in the law.

ELEMENT D: GOVERNANCE STRUCTURE

> *"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."*
>
> *-California Education Code section 47605(c)(5)(D)*

Legal Status

Summit Public Schools[1] is a California nonprofit public benefit corporation formed and organized pursuant to the California Nonprofit Public Benefit Corporation law. Summit Public Schools is recognized as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code. Pursuant to Education Code section 47604.1, Summit Public Schools is an "entity managing a charter school."

Summit Public Schools' Bylaws, as amended and restated, state:

> The specific purposes of Summit Public Schools are as follows: (1) to train, consult and advise public school teachers and administrators, and to support, operate, and provide administrative and other services to public schools; (2) to manage, operate, guide, direct and promote one or more California public charter schools (each a "Charter School" and, collectively, the "Charter Schools"); and (3) for other charitable educational purposes as may occur from time to time.

Pursuant to the second stated legal purpose of Summit Public Schools, Summit Tahoma is operated by Summit Public Schools in accordance with Education Code section 47604(a). Summit Public Schools and Summit Tahoma are governed pursuant to the Bylaws, as amended and supplemented, adopted by the Board of Directors of Summit Public Schools. Notwithstanding anything to the contrary in the Bylaws, Summit Tahoma will be operated in a manner consistent with the terms of this Charter and all applicable provisions of the Charter Schools Act and State and federal law. The Summit Public Schools Articles of Incorporation and Bylaws are included in **APPENDIX K**.

Summit Tahoma will operate autonomously from its authorizer, with the exception of supervisory oversight as required by statute. Pursuant to Education Code section 47604(d), the authorizer shall not be liable for the debts and obligations of Summit Public Schools or Summit Tahoma, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the authorizer has complied with all applicable oversight responsibilities required by law.

[1] The organization that is Summit Public Schools as described and referenced in this charter petition was originally incorporated under the name of "The Summit Institute" also a nonprofit public benefit corporation and 501(c)(3) organization. The Summit Institute filed a Certificate of Amendment to the Articles of Incorporation for a name change with the Secretary of State on June 29, 2012, and the name change to Summit Public Schools was approved. As such, we have used Summit Public Schools throughout this document.

Board of Directors of Summit Public Schools

Summit Public Schools is governed by a Board of Directors (the "Board" or the "Board of Directors"), who are the guardians of the mission and vision of Summit Public Schools. Notwithstanding anything to the contrary in the Bylaws, the Board will operate in a manner consistent with the terms of this Charter and all applicable provisions of the Charter Schools Act, State and federal law. The Board's responsibilities include, but are not limited to, appointing and removing corporate officers, agents, and employees; prescribing powers and duties consistent with law, the Articles of Incorporation, and Bylaws; and approving compensation.

Pursuant to the Bylaws, the Board will consist of at least three members and shall not exceed fifteen members, unless changed by amendments to the Bylaws. Pursuant to the Bylaws, each Director will serve a term of three fiscal years unless otherwise provided in the Bylaws. Terms are staggered with the intention that at any given time no more than one-third of the members have less than one year of experience on the 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, as provided in the Bylaws.

According to the Bylaws, 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 constitute an act or decision of the Board, except where a greater vote is required by law, the Articles of Incorporation, Bylaws, or applicable Board policy.

The Chairman of the Board or, if none, the President of the Board is authorized to appoint a committee to designate qualified candidates for election to the Board of Directors. In the alternative, the Chairman of the Board of Directors or the President may delegate such duties to the Governance Committee, if any.

The Board recruitment process was developed with community input and feedback, where the Summit community, inclusive of caregivers, students and teachers, highlighted what characteristics they would like to see in a Board member. Prospective Board members participate in a selection process which often includes providing a statement of interest and a series of interviews. Summit Public Schools' leadership shares input and recommendations concerning prospective Board members. Such input is intended to ensure the Board includes diverse experience and can offer advice, direction, and engage in meaningful discussion for each school.

Board members' terms will follow the schedule shown in the chart below. Board members are not subject to a limit on the number of terms they may serve. Board members are expected to bring expertise in one or more areas critical to charter school success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

SUMMIT PUBLIC SCHOOLS
BOARD OF DIRECTORS
TERMS OF OFFICE

Member	Position	Term Expiration Date	Committee Assignment
Elizabeth “Lizzie” Choi	Chair	June 30, 2028	-
Anna Gregory	Secretary	September 30, 2028	Audit Committee
Michele Hansen	Director	September 30, 2029	-
Steven Humphreys	Director	July 31, 2028	-
Mike Barr	Director	December 30, 2028	Finance Committee
Andrew Thompson	Director	July 30, 2029	Audit Committee
Jimmy Zuniga	Director	July 30, 2029	Finance Committee

Source: Summit Public Schools

In addition, in accordance with Education Code section 47604(c), the governing body that grants the charter to a charter school to be operated by a nonprofit public benefit corporation, which is formed and organized pursuant to the Charter Schools Act of 1992, shall be entitled to a single representative on the Board. Accordingly, the governing body of the Authorizer may, but is not required to, choose to appoint a representative to serve on the Summit Public Schools Board of Directors.

Board Responsibilities

General

The Board shall meet on a regular basis. Pursuant to the Bylaws, the Board of Directors has the power to, among other things, 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 the bylaws.

The responsibilities of the Board include but are not limited to:

- Uphold the mission of Summit Public Schools and oversee the implementation of its charters.
- Attend meetings on a regular basis.
- Engage in thoughtful discussion germane to the Board’s responsibilities.

- Serve on committees, including the Audit Committee, Finance Committee, and others as needed.
- Approve and monitor each school's budget, fiscal reports, and fiscal practices.
- Approve and monitor each school's facility arrangements and plans.
- Receive and review the yearly independent financial audit.
- Adopt Board policies.
- Participate in strategic planning.
- Act as stewards of the interests of the community to help Summit best serve all members of the community in pursuit of our mission.
- Provide a channel and forum for the interests, concerns and aspirations of all the communities and individuals that make up Summit Public Schools to be heard.

The Board will comply with all federal, state and local laws that are applicable to Summit Public Schools, including, but not limited to, the Brown Act, Education Code section 47604.1, and the conflict of interest provisions applicable to charter schools therein (e.g., Government Code section 1090 and the Political Reform Act). Summit Public Schools has adopted a Conflict of Interest Code, which is certified by the Fair Political Practices Commission and included in **APPENDIX L**. Summit Public Schools 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. Pursuant to the Bylaws and applicable law, the Board may delegate to an officer or employee of Summit Public Schools any of those duties with the exception of budget approval or revision, approval of fiscal audits, and the adoption of Board policies. The Board retains ultimate legal and fiduciary responsibility over the performance of all powers and duties, and shall not delegate unfettered control over Summit Tahoma's operations to any employee or third party. Those who may be delegated the management of the Summit Public Schools' activities, within the bounds mentioned above, include, but are not limited to, the Chief Executive Officer and/or any management company or committees, however composed; provided, however, that the activities and affairs of Summit Public Schools shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Notwithstanding anything to the contrary in the Bylaws, Summit Public Schools is an "entity managing a charter school" as defined in Education Code section 47604.1 and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

In the event the Board exercises its power to delegate, 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 organize periodic training sessions aimed at educating board members about their duties and responsibilities.These sessions will cover, at a minimum, preventing conflicts of interest, fiduciary duties, compliance with the Political Reform Act, understanding the Brown Act, Education Code section 47604.1 and the conflict of interest provisions therein, and other topics relevant to the governance of a nonprofit organization. In addition, all Board members will receive training on ethics pursuant to Government Code section 53235.1 and other topics as required.

Board Committees

The Board, by resolution adopted by a majority of the directors then in office, may create committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Nothing in the bylaws prevents the Board from including faculty, parents/guardians, 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 Summit Tahoma. The committees will be selected by the Board of Directors. Summit Public Schools provides meaningful opportunities for all parents and families to give input to the Board of Directors and/or the Board's nominating committee regarding the candidacy, selection, and appointment of Members of the Board of Directors, which opportunities are not limited solely to public comment during Board meetings.

Public Participation

Summit Public Schools shall provide a means and opportunity for members of the public, including the Summit Public Schools community, to attend and participate in each Board meeting in accordance with the Brown Act and Education Code section 47604.1. Methods of attendance and participation shall include, but not be limited to, attendance and public comment via two-way teleconference at each school site and attendance and public comment in the designated meeting room of the Board of Directors. To ensure broad community access, board meetings are scheduled at varied and convenient times designed to accommodate stakeholder participation.

Chief Executive Officer

The responsibilities of the Chief Executive Officer may include, but are not limited to, the following:

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

Executive Director of Summit Tahoma

The Executive Director will manage day-to-day operations and work full-time at Summit Tahoma. They will directly communicate with the Chief Executive Officer, the Board of Directors and, as necessary, with the SCCOE Board of Trustees through the Superintendent or their designee. The Executive Director bears full responsibility for implementing Board policies, overseeing daily operations, and managing all school functions at their school site.

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

- Attend authorizer administrative meetings as necessary and stay in direct contact with the authorizer regarding changes, progress, etc.
- Supervise all employees who are based at Summit Tahoma.
- Provide timely performance evaluations of all employees based at Summit Tahoma.
- Propose policies for adoption by the Board of Directors.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the budget in accordance with generally accepted accounting principles.

- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/guardian/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend Board of Directors meetings and attend as necessary at SCCOE Board of Trustees meetings as the charter representative.

Parent Participation & Parent Organization

Summit Tahoma parents and guardians are encouraged, but not required, to actively participate in Summit Tahoma's activities and to collaborate with staff at Summit Tahoma, including their student's mentor, to support their child's education. Many direct opportunities for parent involvement exist and include:

- Parents and guardians participate in the annual development of their child's Personalized Learning Plan and, in students' senior year, participate on a Personal Advisory Board to further support students in making well informed choices in life after high school.
- Parents and guardians are encouraged to attend the several parent education nights held each year, including a Back to School Night and a Celebration of Learning. Evenings are planned by the school administration with input from parents and our parent volunteer committee. Meetings address such topics as college preparation, financial aid, SAT prep, school finances, and organizational planning. The school also holds online Community Forums in the evening a few times each year to strategically engage in conversation with parents on timely topics such as the school cell phone policy, or significant changes involving our school.
- Parents and guardians attend and participate in Summit Public Schools' board meetings and engage in the LCAP process.

Summit Tahoma has encouraged parents and guardians to participate in the Parent Organization established to facilitate communication between all members of the Summit Tahoma community and to help meet the goals and objectives of the school. The group is called "PIVOT" - Parents in Volunteer Organizing Teams). Summit Tahoma administration meets regularly with PIVOT to discuss parent/guardian community questions, concerns, and ideas. Summit Tahoma ensures that PIVOT meetings are accessible to all parents and guardians via appropriate means, such as interpretation.

Participation is voluntary and there are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities that families can participate in. **Parental involvement is not a requirement for acceptance or enrollment in Summit Tahoma.** No student will receive any kind of adverse action from the Summit Tahoma due to a parent's non-participation. All parents and guardians are notified of their responsibilities via the communications that are distributed during school orientation, enrollment period, and are also available on the school website and in the front office of the school. Summit Tahoma also provides information through regular newsletters to parents, guardians, and students.

In accordance with Education Code Section 47606.5, to adopt a local control and accountability plan ("LCAP") using the state board-adopted template, the Board shall:

- Hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP;
- Publicly post an agenda at least 72 hours prior to the public hearing in which the LCAP or annual update to the LCAP will be discussed;
- Make the LCAP or annual update to the LCAP available for public inspection at the school site and make it publicly available on its website;
- Submit adopted or revised LCAP to the District; and
- Prominently post on the homepage of the school's website, the LCAP adopted by the Board and any update or revision to the LCAP approved by the Board.

Summit Tahoma maintains an English Language Advisory Committee ("ELAC") in accordance with Education Code section 52176. This committee is composed, in part, of parents of English Learner ("EL") students. There will be no limit or restriction on the number of EL parents that can be members of the ELAC. The committee will advise Summit Tahoma and staff on the program and services for ELs, offer suggestions to the school on the most effective ways to ensure regular school attendance, and provide input on how to effectively engage and welcome ELs and their families in all school activities.

ELEMENT E: QUALIFICATIONS OF SCHOOL EMPLOYEES

> *"The qualifications to be met by individuals to be employed by the charter school."*
>
> *- California Education Code section 47605(c)(5)(E)*

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

In accordance with Education Code section 47605(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 on the basis of the characteristics listed in Education Code section 220 (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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

All employees are expected to demonstrate skills, knowledge, and experience outlined in their job description and work in a collaborative manner consistent with Summit Tahoma's culture. All employees must comply with the Charter School's employee policies and procedures and all other qualifications required by applicable law (including, but not limited to, fingerprints/criminal record clearance, proof of identity, right to work in the United States, mandated reporter training, and tuberculosis screening).

Summit Tahoma maintains a teacher-to-student ratio of approximately 1:20–25 through its mentor-based advisory structure, as described in Element A. Summit Tahoma will comply with all state and federal laws concerning the maintenance and disclosure of employee records.

Specific Qualifications for all Staff

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

- Commitment of time, energy, and effort in developing Summit Tahoma's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents and guardians as educational partners.
- Strong written and verbal communication skills.
- Knowledge of the developmental needs of students.
- Awareness of the social, emotional, and academic needs of the students.
- Ability to plan cooperatively with other staff.

- Willingness to continue education through additional courses and training, workshops, seminars, and staff development.
- Active participation in faculty meetings.
- Focus on working closely with the school faculty by providing any information regarding a student's changes in behavior, attitude, and/or classroom performance.
- Take a leadership role in some aspect of Summit Tahoma's development.

Administrators

The Executive Director 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 staff, and, if possible, business experience. The Executive Director is expected to coach and support faculty and staff to ensure professional progression and growth.

Summit Tahoma administrators should possess a master's degree or higher in education and have demonstrated at least three years of successful teaching experience. Summit Tahoma administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. Summit Tahoma will give preference to administrative candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment. Sample job descriptions are contained with this Charter in **APPENDIX M.**

Teachers

In accordance with Education Code section 47605(l)(1), Summit Tahoma teachers are required to hold the California Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the Charter School and are subject to periodic inspection by the District. The Board may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers in the same manner as a governing board of any school district. The Charter School shall have the authority to request an emergency permit or a waiver from the CTC for individuals in the same manner as a school district. All students will be supervised by an appropriately credentialed teacher at all times.

California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read and write in English, 3) be provided in the learners' primary language as English is acquired, or 4) be taught in a language other than English for those learners in a dual immersion program. These are more commonly referred to as English Language Development (ELD), Specially Designed Academic Instruction in English

(SDAIE), also referred to as 'integrated' language development, and bilingual instruction. Different authorizations are available for distinct purposes and credential holders.

Summit Tahoma will require each teacher to have the Cross-cultural, Language, and Academic Development ("CLAD") qualifications required by the CTC as part of their credential. Special Education teachers will be required to hold compliant credentials in Special Education.

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

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

The expectations and responsibilities of Summit Tahoma's teachers are included in **APPENDIX M** which details Sample Job Descriptions.

Teacher Recruitment and Development

Summit Public Schools attracts teaching candidates from a variety of respected teacher preparation programs, including those from within the State of California and other top institutions across the country. Candidates are screened by multiple Summit faculty members and undergo a rigorous interview process. Support for teachers new to Summit may include the plans outlined in the Professional Development section, as well as some or all of the following:

- Faculty Orientation.
- All training noted in the applicable provisions of a collective bargaining agreement with Unite Summit, CTA/NEA, and any successor agreements in effect.
- Course Level Teams, which meet during the school year to share best practices and strategies for instruction in each course area.

- Grade Level Teams, which meet regularly during the school year to coordinate instruction, discuss student progress, and develop strategies for supporting all students.
- Leadership Team Meetings, regular meetings of school faculty to collaborate and engage in school leadership.
- California Teacher Induction Program for qualifying teachers.

Summit Tahoma is also proud to be a participating school in the Marshall Teacher Residency. The Marshall Teacher Residency is a one-year teacher preparation program that provides hands-on clinical practice, personalized mentoring, in-classroom coaching, and a collaborative community. The Marshall Teacher Residency is accredited by the California Commission on Teacher Credentialing and is regarded as one of the most comprehensive residencies for aspiring teachers in the nation. To date, the Marshall Teacher Residency has placed six Residents at Summit Tahoma over the past five years to complete their training. Summit Tahoma's current teaching faculty includes five alumni of the Marshall Teacher Residency.

Instructional Support Personnel

Summit Tahoma may also employ or retain non-certificated instructional support staff in any case where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity; provided, however, that each Summit Tahoma teacher is required to hold the CTC certificate, permit, or other document required for the teacher's certificated assignment. Summit Tahoma will have the authority to utilize local assignment options and/or request an emergency permit or waiver in accordance with Education Code section 47605(l)(1). Except as otherwise permitted by law, only teachers who meet the applicable legal requirements may serve as the teacher of record for individual pupils, assign student grades, or approve student work assignments.

Non-Instructional Personnel

All non-instructional staff will possess experience and expertise appropriate for their position with Summit Tahoma as determined by the Executive Director in accordance with any applicable compliance requirements.

Support Services

Summit Tahoma receives financial, human resource, technology, leadership, facilities and professional development services from other Summit Public Schools employees who are not based on the Summit Tahoma campus.

Services Provided via Contractors

Summit Tahoma receives services from employees of organizations with which Summit Tahoma contracts. Summit Tahoma will require that all employees, agents, or volunteers of contractors providing services to Summit Tahoma have and maintain all licenses, credentials, permits, and

other legal qualifications required by law to perform their services and adhere to campus norms while on campus. Contractors will comply with applicable background check, tuberculosis screening, mandated reporter, and related requirements based on their interaction with staff and students (e.g., CalDOJ background checks for contractors who interact with students per Education Code section 45125.1).

Professional Development: The Personalized Learning Plan

Each faculty and staff member has the opportunity to build an adult Personalized Learning Plan for Professionals (the “PLP”). The PLP is developed by the employee with the input and approval of the Executive Director and their designated Coach. The PLP asks the employee to identify a set of professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of a Summit Tahoma educator in the domains of vision & implementation, culture & community, learning, building teams, self-awareness & management, social awareness & interpersonal, and decision-making & leadership. The PLP identifies the teacher’s present level of performance in each strand using a common rubric. The PLP indicates the employee’s annual goals for growth in one or more strands, how the goals will be measured and what will define success. In summary, it informs and enables personalized training, professional development and coaching offerings for each staff member.

Additionally, a personalized plan for achieving the goals is designed and subsequently supported by Summit Tahoma and its professional development activities throughout the year. There is significant time built into the annual calendar for professional development, including while students are in Expeditions and regularly during the school day. **APPENDIX AA** provides an example of how this time may be utilized.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:
(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
(ii) The development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3."

- *California Education Code section 47605(c)(5)(F)*

A healthy and safe environment is imperative to productive teaching and learning. Summit Tahoma will maintain and implement a comprehensive set of health, safety, and risk management policies in consultation with Summit Tahoma'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 are accessible in multiple locations to ensure ease of access for all. Policies for students and families are incorporated as appropriate in the Student and Family Handbook located in **APPENDIX D** and the Summit Public Schools website. Policies for employees and staff are accessible via the internal intranet and the website. Additionally, all policies can be requested at the front desk. The Summit Tahoma School Safety Plan is also available in **APPENDIX N** for reference.

Health and Safety Policies

The following summarizes Summit Tahoma's health and safety policies:

Procedures for Background Checks

Employees and contractors at Summit Tahoma will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. New employees must submit fingerprints to the California Department of Justice and Federal Bureau of Investigation for the purpose of obtaining a criminal record summary. Summit Public Schools shall monitor compliance with this policy.

Volunteers who will interact with students outside the direct supervision of a school employee shall be required to complete fingerprinting and receive background clearance before volunteering. Volunteers who serve only under the immediate supervision and direction of school personnel may be permitted to volunteer without fingerprint clearance, subject to applicable law and the Charter School's volunteer policies.

Mandated Child Abuse Reporters

All employees, governing board members, adult volunteers who interact with students outside the immediate supervision of the student's parent/guardian or an employee, and contractors whose duties require contact with or supervision of students are mandated child abuse reporters and shall follow all applicable mandated child abuse reporting laws. Summit Tahoma shall

provide mandated reporter training to all mandated reporters annually in accordance with Education Code section 44691.

Tuberculosis Screening

Employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and, for employees, at least once each four years thereafter, as required by Education Code section 49406.

Immunizations

Summit Tahoma will adhere to all applicable laws related to immunizations of students, including Health and Safety Code sections 120325-120375, and Title 17, California Code of Regulations sections 6000-6075.

CPR/First Aid Training

All employees at Summit Tahoma should be CPR/First Aid trained. Summit Tahoma will acquire at least one AED for the school site. Summit Tahoma will use reasonable efforts to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic program's on-campus activities or events, and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

Medication in School

Summit Tahoma will adhere to Education Code section 49423 regarding administration of medication in school. Any pupil who is required to take, during the regular school day, medication prescribed for them by a physician and surgeon or ordered for them by a physician assistant practicing in accordance with State law may be assisted by the school nurse, if any, or other designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if Summit Tahoma receives the appropriate authorization.

To the extent Summit Tahoma maintains a stock of albuterol inhalers to respond to respiratory distress in students, the school shall comply with the requirements of Education Code section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Summit Tahoma shall provide emergency epinephrine auto-injectors to be stored in an accessible location upon need for emergency use to school nurses, if any, or trained personnel who have volunteered pursuant to Education Code section 49414. School nurses, if any, or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction.

Vision/Hearing/Scoliosis

Summit Tahoma will adhere to Education Code section 49450 et seq. as applicable to the grade levels served by Summit Tahoma with regards to vision, hearing, and scoliosis screening.

Suicide Prevention Policy

Summit Tahoma will maintain a policy on student suicide prevention in accordance with Education Code section 215. Summit Tahoma will review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. **APPENDIX U** contains the Suicide Prevention Policy for Summit Public Schools.

Prevention of Human Trafficking

Pursuant to Education Code section 49381, Summit Tahoma will identify the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources and implement such methods. Pursuant to Education Code section 51934, Summit Tahoma will ensure its students receive information as required under the California Healthy Youth Act (Education Code section 51930, et seq.) on, among other things, the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance and information on how social media and mobile device applications are used for human trafficking.

Menstrual Products

Summit Tahoma will stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. Summit Tahoma will not charge for any menstrual products provided to pupils.

Summit Tahoma will post a notice regarding the requirements of Education Code section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost. This notice shall include the text of the applicable provision(s) of the Education Code and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

School Meals

Summit Tahoma will provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritiously adequate meals that qualify for federal reimbursement.

California Healthy Youth Act

Summit Tahoma will teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code section 51930, et seq.).

Bullying Prevention

Summit Tahoma will adopt procedures for preventing acts of bullying, including cyberbullying. Summit Tahoma will annually make available the online training module developed by the CDE pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Emergency Preparedness

Summit Tahoma will 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 a facility was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Summit Tahoma.

Bloodborne Pathogens

Summit Tahoma will meet State and Federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. Summit Public Schools has established a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne 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

Summit Tahoma will comply with Education Code section 47610, including, but not limited to the requirement to comply with California Building Standards Code (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 Summit Tahoma is located. Summit Tahoma 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. Summit Tahoma shall conduct fire drills as required under Education Code section 32001 and in conjunction with the District (if the Charter School is located at District facilities).

Drug Free/Smoke Free Environment

Summit Tahoma will maintain a drug and alcohol and smoke free environment.

Integrated Complaint and Investigation Procedure

Summit Tahoma has adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. This procedure is described in the Uniform Complaint Procedure, which is provided on the Charter School's website.

Summit Tahoma's procedure addresses all complaints subject to and meets the requirements set forth in Title 5, Section 4600 et seq. of the California Code of Regulations. Under the direction of the Board of Directors and the Chief Executive Officer, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to Summit Tahoma through this procedure.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Summit Tahoma is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as 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, including immigration status. Summit Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Summit Tahoma (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 Summit Tahoma's policy included in **APPENDIX O**, which shall be reviewed at least annually, and which sets forth the Title IX training requirements required of Summit Tahoma staff.

A copy of these policies shall be provided when required by law, such as part of any orientation program conducted for new and continuing students at the beginning of each grading period or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the school year, or at the time that there is a new employee hired.

Student and Staff Boundaries

Summit Tahoma is committed to maintaining clear and appropriate boundaries between students and staff to ensure a safe, respectful, and professional school environment. Summit Public Schools has adopted a comprehensive Student and Staff Boundaries Policy that establishes expectations for all employees, volunteers, contractors, directors, and officials regarding appropriate conduct, communication, and relationships with students in accordance with Education Code section 32100. This policy addresses interactions both on and off campus, including through digital and social media platforms. All designated adults are required to receive training on these boundaries as part of onboarding and on an ongoing basis. Violations of these boundaries are treated as serious matters and will be addressed in accordance with Summit Tahoma disciplinary and reporting procedures. The Student and Staff Boundaries policy is included in **APPENDIX D** and shall be reviewed at least annually to ensure it reflects current best practices and legal requirements, including those set forth under Education Code and applicable Title IX obligations.

Supporting LGBTQ Students

Summit Tahoma is dedicated to creating a safe, inclusive, and supportive environment for all students and staff. In accordance with the Safe and Supportive Schools Act, Summit Tahoma

provides and requires at least one hour of annual training for all teachers and certificated employees. This training will focus on key elements designed to support LGBTQ (lesbian, gay, bisexual, transgender, queer, and questioning) students and offer strategies to enhance their well-being. By doing so, we aim to foster a more supportive school climate for everyone, as outlined in Education Code sections 218, 218.3, and 219.

Mental Health Education

If Summit Tahoma offers one or more courses in health education to students, Summit Tahoma shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, et seq.

Mental Health Information

Summit Tahoma will create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students and families at the beginning of each school year.

School Safety Plan

Summit Tahoma has adopted a School Safety Plan, which will be reviewed and updated by March 1 of every year. The School Safety Plan shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address Summit Tahoma's procedures for complying with applicable laws related to school safety, including the development of all of the required topics pursuant to Education Code section 32282(a)(2)(A)-(O). Topics include:

- Child abuse reporting procedures;
- Routine and emergency disaster procedures policies for students who committed an act under Education Code section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations;
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079;
- A discrimination and harassment policy consistent with Education Code section 200;
- A safe and orderly environment conducive to learning;
- Protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose;

- The rules and procedures on school discipline adopted pursuant to Education Code sections 35291,35291.5, 47605, and 47605.6; and
- Procedures for conducting tactical responses to criminal incidents.

The Charter School has developed an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

The School Safety Plan will be drafted specifically for the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Executive Director and, if there is merit to the concern, the Executive Director shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

Summit Tahoma has adopted a comprehensive Workplace Violence Prevention Plan pursuant to Labor Code section 6401.9. Summit Tahoma will maintain a log of violent incidents, provide effective training to all employees, and update training whenever new workplace violence hazards are identified or changes are made to the Workplace Violence Prevention Plan.

Homicide Threats

Summit Tahoma will comply with all requirements under Education Code sections 49390-49395, inclusive, regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester, Summit Tahoma will distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Summit Tahoma shall comply with the requirements of Education Code section 39875 et seq., if applicable, relating to individuals providing school-related pupil transportation for compensation.

Restroom Access

Per Education Code section 35292.5, on or before July 1, 2026, Summit Tahoma will provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the restroom as being open to all genders, shall remain unlocked, unobstructed, and easily accessible by any student, and shall be available during school hours and school functions when students are present. Summit Tahoma will designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Employee Records

The Charter School complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

Extreme Weather Policy

Summit Tahoma shall develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the California Department of Education, as required by Education Code section 33355.

Athletic Programs

Summit Tahoma shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including, but not limited to, providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients, as required.

Policies and Procedures

Summit Public Schools, on behalf of Summit Tahoma, adopts certain policies to implement the mandated policies summarized in this Charter. In addition, the Network Leadership Team, which consists of members of leadership and the Executive Directors of each of the schools, develops and implements standard operating procedures, playlists, and action trackers to ensure compliance at the school sites.

ELEMENT G: RACIAL AND ETHNIC BALANCE

> *"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school."*
>
> *- California Education Code section 47605(c)(5)(G)*

Summit Tahoma will strive to recruit a student population that is reflective of the general population residing within the territorial jurisdiction of ESUHSD. As detailed below, Summit Tahoma's student population does reflect the student population of ESUHSD. Summit Tahoma will engage in a variety of means and strategies to try to achieve a student population that reflects the diversity of the region on the basis of, among others, race, ethnicity, disability status, socioeconomic status, and English learner status.

Summit Public Schools manages recruitment plans by developing understanding and knowledge about the specific communities in which each of our schools is located, actively monitoring the diversity of the incoming students through our recruitment process, and thoughtfully conducting focused outreach to underrepresented communities. Strategies we expect to employ during the term of this Charter include:

- Enrollment timeline and process that allow for a broad-based recruiting and application process.
- Outreach efforts via neighborhood groups, family- and youth-serving organizations, religious organizations, and other community organizations.
- Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages.
- Each year, Summit Tahoma will review its demographics across various categories (e.g. pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, socioeconomically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, etc.) and implement practices and strategies to achieve a diverse student population.

A detailed description of the ongoing recruitment activities for Summit Tahoma is included in **APPENDIX P**.

As detailed in Element A, Summit Tahoma is a member of the El Dorado County SELPA as a local educational agency, and is solely responsible for providing special education services under the IDEA with respect to eligible students.

Summit Tahoma Demographic Comparison, 2025-26

Student Group	Summit Tahoma	ESUHSD	Santa Clara County	State
African American	2.7%	1.4%	1.6%	4.8%
Asian	14.4%	31.4%	31.4%	10.3%
Filipino	3.7%	5.5%	3.5%	2.2%
Hispanic/Latino	41.8%	54.1%	40.4%	56%
Pacific Islander	0%	0.5%	0.4%	0.4%
White	24.5%	4.3%	14.9%	19.7%
Two or More Races	10.4%	2.6%	6.1%	4.9%
English Learners	7.7%	22.8%	20.5%	16.2%
Reclassified Fluent English Proficient	25%	37.3%	18.3%	15.7%
Students with Disabilities	20.2%	12.8%	12.8%	14.8%
Socioeconomically Disadvantaged	24.5%	69.2%	40.1%	63.1%

Source: CDE DataQuest

ELEMENT H: STUDENT ADMISSIONS POLICIES AND PROCEDURES

> *"Admission policies and procedures, consistent with subdivision (e) [of California Education Code section 47605]."*
>
> *- California Education Code section 47605(c)(5)(H)*

Summit Tahoma will determine all policies, processes, and procedures governing application, admission, and enrollment at Summit Tahoma. All students attending Summit Tahoma must follow the application, admission, and enrollment policies of Summit Tahoma.

The website and intent to enroll form for admission to Summit Tahoma will include information that allows students, parents, and guardians to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students, parents, and guardians who wish to become part of the Charter School. A sample intent to enroll form is attached as **APPENDIX Q**.

The size and grade-level breakdown of the student body at Summit Tahoma is generally determined by the Executive Director in consultation with the Network Leadership Team. The determination of school capacity shall be based on, among other things, the school's academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

Admission Criteria

Summit Tahoma is open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. Summit Tahoma is open to all students without regard for the place of residence of students or parents/legal guardians within California except as provided in Education Code section 47605(e)(2).

In the event there are more applicants for a grade level at Summit Public Schools than the number of available spaces, admission to Summit Tahoma will be determined by public random drawing ("lottery"). Students who are already enrolled at Summit Tahoma are exempt from the lottery.

The only admission requirement is that students wishing to attend Summit Tahoma must follow the admission procedures with respect to completing intent to enroll forms and enrollment paperwork by the announced deadlines.[2] The open enrollment deadlines, typically in the winter or spring for admission in the following August, are designed to be aligned, when possible, with the calendars of local schools. This design is intended to offer students and their parents/guardians the opportunity to explore and consider all available educational options in a timely manner.

[2] In the case of a homeless or foster youth who gains admission to Summit Tahoma, the school will waive the enrollment procedures in accordance with applicable legal requirements, to ensure that such students gain entry without delay, upon admission.

If an “Intent to Enroll” form is submitted after the open enrollment deadline, the prospective student will be placed on the waitlist. If space becomes available, the student may be offered a spot; if no space is available, the student will be included in a subsequent lottery. An admission priority list will be generated from this subsequent lottery, and will be added to the end of the existing Admission Priority List (defined below) in the order drawn.

Late return of enrollment paperwork following notification of admission will result in a pre-rescind notice being sent to the family, giving them at least 48 hours to submit the paperwork. If the paperwork is not submitted by the deadline after this notice, the admission offer will be rescinded. The family may complete and resubmit an intent to enroll form.

There shall be no admission testing or other evaluation required of any applicant. Summit Tahoma will not charge an application fee nor shall it charge tuition. Summit Tahoma will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the school’s educational activities. Parental involvement and/or volunteering is not a requirement for acceptance or enrollment in Summit Tahoma and no student will receive any kind of adverse action from the Summit Tahoma due to a parent's non-participation.

Non-Discrimination Statutes and Affirmations

Summit Tahoma is nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

In accordance with Education Code section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, English Learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the student or because the student exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii), as listed above.

Summit Tahoma shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the charter school before enrollment. Summit Tahoma shall not require a parent/legal guardian/student to provide information regarding a student’s disability,

gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Summit Tahoma may request, at the time of, and as part of, conducting its lottery, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

If a person suspects the Charter School is in violation of the enrollment practices described in Education Code section 47605(e)(4), a complaint can be filed with the District.

Pursuant to Education Code section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School's website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians and students as required, including:

i. when a parent, guardian, or pupil inquires about enrollment;

ii. before conducting an enrollment lottery; and

iii. before disenrollment of a pupil.

Public Random Drawing and Preferences

As of the date of this Charter, Summit Tahoma uses an enrollment management platform to administer the application, lottery (defined herein), and offer processes. Summit Tahoma expects to use an enrollment management platform and/or manual processes for subsequent enrollment cycles. Summit Tahoma will accept applications 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 Summit Tahoma exceeds Summit Tahoma's capacity, enrollment shall be determined by a lottery for each grade level. Only students who currently attend Summit Tahoma shall be exempt from the lottery should there be more applicants than spaces.

The lottery will be conducted using established procedures to ensure fairness and randomness in selecting names (or assigned numbers) for each available space at each grade level, in alignment with Summit Tahoma's admission preferences. This process includes reviewing intent to enroll forms and validating priorities, configuring the number of offers available, executing the lottery at the scheduled time, and performing a check to confirm accuracy. Once the lottery is complete, offers are made, and the registration process begins for accepted students. As part of the intent to enroll process, applicants are prompted by a series of questions to indicate whether or not a preference applies to their application. Applicants are invited, but not required, to provide information to establish an approved lottery preference. Staff review information provided in each application and validate preferences, if any, prior to each lottery.

During the current lottery process, the Dean of Operations clears one preference group first and then the next (i.e., applicants with a higher preference are randomly selected to receive an offer of admission before applicants with a lower preference are eligible to be randomly selected to receive an offer of admission). Lottery processes are updated from time to time. Additional lottery rules, deadlines, dates, and times will be communicated in the enrollment applications to prospective students and on the Summit Tahoma website. Copies of the process will be available at the lottery and the school offices during open enrollment.

In accordance with Education Code section 47605(e)(2), preference in the lottery shall be provided in the following order of declining priority:

1. Children of current Summit Public Schools employees and founders of SPS: Tahoma. This exemption may total up to 10% of enrollment. Founders of SPS: Tahoma have been identified and described in Appendix DD - Founding Group.

2. Siblings of currently enrolled students or graduates of SPS: Tahoma residing within the boundaries of East Side Union High School District (the “District”);

3. Students who are enrolled in, or reside in the attendance boundaries of the public elementary school where SPS: Tahoma is located (when Tahoma is participating in the Charter School Facility Grant Program);

4. Students residing within the boundaries of the District;

5. Siblings of currently enrolled students or graduates of SPS: Tahoma residing outside the boundaries of the District;

6. All other students who wish to attend the Charter School

At the conclusion of the lottery, all students who were not granted admission due to capacity shall be given the option to keep their name on a waitlist according to their draw in the lottery. This waitlist (the “Admission Priority List”) will allow students the option of enrollment in the case of an opening prior to or during the first ten school days of the school year. In no circumstance will an Admission Priority List be carried beyond the first ten school days of the school year or into the following school semester.

Families need not be present at the lottery to participate. Families will be notified of their status using contact information provided on the application subsequent to the lottery, at which time they will also be notified of the timeline for accepting an offer of admission and completing enrollment paperwork (typically 2 to 4 weeks) if an offer was made.

If an error(s) is found in the lottery or the intent to enroll form and is determined to be an isolated incident with good faith intentions by the applying family or the Executive Director, then the Executive Director shall have the power to determine whether or not and how to correct the mistake, based upon the guidelines above.

Enrollment Documentation

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

- Complete enrollment/registration forms including student data sheet, emergency information cards, and other required documents to confirm student's intent to attend the school;
- Provide records documenting immunizations required by charter schools (as described above).

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

In the event a student is offered admission to Summit Tahoma but fails to attend at the beginning of the school year, Summit Tahoma will contact the family to verify whether the student intends to withdraw from Summit Tahoma and has enrolled in another school.

ELEMENT I: SUSPENSION / EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of

this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."

-California Education Code section 47605(c)(5)(J)

General

Summit Public Schools is committed to using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. Summit draws best practices from the International Institute for Restorative Practices and provides ongoing training on restorative practices to faculty throughout the school year. The philosophy, faculty objectives, student objectives and a list of resources are included in **APPENDIX R**.

Pupil Suspension and Expulsion Policy

In cases where suspension and expulsion are necessary, Summit Tahoma will follow a comprehensive set of suspension and expulsion policies which are attached in **APPENDIX S** (**"**Pupil Suspension and Expulsion Policy")**.** The Pupil Suspension and Expulsion Policy describes expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. On an annual basis, each student and their parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. The policy will provide all students with an opportunity for due process as specified in the suspension and expulsion policies and will conform to applicable federal and state law regarding students with exceptional needs.

The Pupil Suspension and Expulsion Policy addresses the grounds for suspension and expulsion, suspension and expulsion procedures, procedures related to disciplining students who received special education services, and other related disciplinary protocols.

Specifically, the Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students. In creating this policy, Summit Tahoma has reviewed Education Code section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows aligns to the language of Education Code section 48900 et seq. Summit Tahoma is committed to a periodic 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. Modifications to the Policy may be made without the need to amend the Charter so long as the amendments comply with legal requirements.

Notice and Hearing Requirement for Suspension and Expulsions

The attached Pupil Suspension and Expulsion Policy sets forth the notice and hearing requirements for suspensions and expulsions. As further detailed in the policy, and in accordance with Education Code section 47605(c)(5)(I), the suspension and expulsion procedures include written notice requirements and hearing procedures that feature a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

Involuntary Removal

No pupil shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be provided in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. The written notice shall inform pupils and their parents/guardians of their right to initiate the procedures specified in the Education Code section 47605(c)(5)(I) for suspensions of 10 days or more and all other expulsions for disciplinary reasons before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in the Education Code for suspensions of 10 days or more and all other expulsions for disciplinary reasons, the pupil shall remain enrolled and shall not be removed until Summit Tahoma issues a final decision. For purposes of Education Code section 47605(c)(5)(I)(iii), "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in the Pupil Suspension and Expulsion Policy.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Homework Assignments During Suspension

In accordance with Education Code section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by

the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Records of Expulsions

Summit Tahoma will maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to SCCOE upon request. In the event of an expulsion, the expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Restrictions on Restraint and Seclusion

Summit Tahoma will comply with the requirements on seclusion and restraint of pupils set forth in the Education Code, and in particular, Education Code section 49005 et seq. Summit Tahoma recognizes that each pupil has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the pupil in order to control the pupil's behavior or to restrict the pupil's freedom of movement, if that drug is not a standard treatment for the pupil's medical or psychiatric condition.

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 this 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 Summit Tahoma's property.

Role of the Authorizer

SCCOE does not have a direct role in individual student disciplinary decisions, which remain within Summit Tahoma's authority under this Charter. SCCOE may become involved only where a disciplinary matter also implicates a violation of this Charter or applicable law, consistent with the dispute resolution process described in **Element M**.

ELEMENT J: 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(c)(5)(J)

General

The financial compensation for Charter School employees is determined by several inputs including, but not limited to, the Summit Public Schools Compensation Policy, requirements of a collective bargaining agreement, and actions by the Board of Directors. The Compensation Policy applies to all employees based at Summit Tahoma unless such employee is covered under a collective bargaining agreement.

Compensation Policy

The Compensation Policy is reviewed and updated every 2-3 years using a consensus-based decision-making process and includes the following components of compensation: salary, benefits (medical, dental, vision, and retirement), paid time off, and leaves of absence. The current Compensation Policy is scheduled to terminate on June 30, 2028. Summit expects the consensus process to implement the next Compensation Policy to commence during the 2027-28 school year.

Collective Bargaining Agreement

Summit Public Schools and Unite Summit/CTA/NEA have entered into a Collective Bargaining Agreement for the term July 1, 2025 to June 30, 2028, covering certificated personnel employed at Summit Tahoma. Compensation, benefits, and related terms and conditions of employment for bargaining unit members are governed by the Collective Bargaining Agreement. Upon expiration of the current agreement, successor terms will be established through collective bargaining in accordance with the Educational Employment Relations Act (Government Code section 3540 et seq.). See Element O: Public School Employer for additional information about the bargaining unit.

Retirement Benefits

The Human Resources, People Operations and Finance Teams at Summit Public Schools will oversee the arrangements, including required contributions and deductions, for retirement coverage for all Summit Tahoma employees.

All employees based at Summit Tahoma providing creditable service (as defined by the State Teachers Retirement Act) shall participate in the State Teachers' Retirement System ("STRS"). All employees not providing creditable service will participate in a 401(a) retirement plan.

Employer Contributions

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

Additional information on compensation and benefits can be found in the Employee Handbook attached as **APPENDIX T** and the Compensation Policy attached as **APPENDIX Y.**

ELEMENT K: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

> *"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools."*
>
> *- California Education Code section 47605(c)(5)(K)*

Summit Tahoma is a school of choice. No student will be required to attend Summit Tahoma. The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school in accordance with Education Code section 47605(g). Students who opt not to attend Summit Tahoma may attend school district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in Summit Tahoma will be informed during the enrollment process 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 Summit Tahoma, except to the extent that such a right is extended by the local education agency.

ELEMENT L: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

> *"The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."*
>
> *-California Education Code section 47605(c)(5)(L)*

No public school district employee, or employee of any local educational agency, shall be required to work at Summit Tahoma. All employees based at Summit Tahoma will be considered the exclusive employees of Summit Public Schools and not any local education agency (other than Summit Tahoma) unless otherwise mutually agreed in writing. Employees of ESUHSD who resign from employment to work at Summit Public Schools and who later wish to return to ESUHSD shall be treated the same as any other former employee seeking reemployment in accordance with ESUHSD policies as applicable, applicable law, and applicable bargaining agreements. Charter School employees shall have any rights upon leaving the employment of the District to work in the Charter School that the District may specify, and any rights of return to employment in the District after employment in the Charter School that the District may specify.

Summit Public Schools shall not have any authority to confer any rights to return on District or SCCOE employees. Sick or vacation leave or years of service credit at ESUHSD, SCCOE, or any school district shall not be transferred to Summit Tahoma.

Except as otherwise provided in an agreement with Unite Summit, employment at Summit Tahoma confers no rights of employment at any other entity, including any rights in the case of closure of Summit Tahoma.

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

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

ELEMENT M: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter."

- California Education Code section 47605(c)(5)(M)

Intent

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

Summit Tahoma understands that agreement to a dispute resolution process must be bilateral and Summit Tahoma cannot unilaterally bind the authorizing entity to a specific procedure. As such, the following represents Summit Tahoma's proposed process for resolving disputes between the authorizing entity and Summit Tahoma. Summit Tahoma agrees that this process may be revised through a mutually agreed-upon memorandum of understanding between the authorizing entity and the Charter School. However, nothing in this dispute resolution process shall limit, modify, waive, or supersede the authority of SCCOE or Summit Tahoma under the Charter Schools Act or applicable law, including without limitation the procedures set forth in Education Code section 47607 and Title 5 of the California Code of Regulations.

Disputes Arising from within Summit Tahoma

Disputes arising from within Summit Tahoma, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, partner organizations, and the Board of Directors shall be resolved pursuant to policies and processes developed by the Charter School. The Charter School has internal dispute resolution procedures for internal disputes relating to the Charter School's operations, including but not limited to its Uniform Complaint Policy and the Title IX complaint procedures. SCCOE will not be involved with internal disputes of the Charter School unless the Charter School requests SCCOE involvement, or unless the internal dispute relates to a possible violation of the Charter or law. SCCOE shall promptly refer all internal disputes not relating to a possible violation of the Charter or law to the Charter School.

Disputes Between Summit Tahoma and the Santa Clara County Office of Education

Summit Tahoma and SCCOE will use reasonable efforts to resolve any disputes between them amicably and collaboratively. This provision does not impede or delay the District's ability to proceed with any procedures specified in the Education Code, including those related to the status of this Charter, if SCCOE makes findings that Summit Tahoma has engaged in a violation that may warrant such procedure.

Dispute Resolution Prior to Revocation Proceedings

In the event that SCCOE determines that Summit Tahoma has engaged in an act that could lead to revocation of the Charter, SCCOE and Summit Tahoma will have a face-to-face meeting within 10 business days of the District Superintendent's and/or designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the District Superintendent or designee thereof and Summit Tahoma's Executive Director or designee thereof.

If the SCCOE Board of Trustees determines that an alleged violation has occurred which requires a cure, the SCCOE Board of Trustees shall act to send a formal written notification to Summit Tahoma outlining the alleged violation and demanding the violation be cured in accordance with Education Code section 47607. Summit Tahoma will have a reasonable amount of time after the date such formal written notice was sent to cure the alleged violation.

Thereafter, if necessary, revocation of the Charter may be commenced by the SCCOE Board of Trustees in accordance with Education Code section 47607 or applicable law.

Disputes not Leading to Revocation: Dispute Resolution

In the event that Summit Tahoma and the SCCOE have disputes regarding the terms of this Charter or any other issue regarding Summit Tahoma and the relationship of the SCCOE and Summit Tahoma, both parties agree to follow the process outlined below.

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

If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 45 days after receipt of the request for appointment.

If the State Mediation and Conciliation Service is not available, the parties shall mutually agree upon a mediator. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven days of the first scheduled mediation. The

mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party at least five (5) business days before the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by authorized representatives of SCCOE and the Charter School. If SCCOE and Summit Tahoma fail to meet within the specified timeline, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, either party may terminate mediation and may pursue its dispute as otherwise allowed by law.

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

All timelines and procedures for mediation as described in this Charter may be revised by mutual agreement.

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

ELEMENT N: PUBLIC SCHOOL EMPLOYER

> *"[The charter petition shall include a] declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act."*
>
> *- California Education Code section 47605(c)(6)*

For the purposes of the Educational Employment Relations Act ("EERA"), Summit Public Schools is deemed the exclusive public school employer of the employees of Summit Tahoma pursuant to Education Code section 47611.5. Thus, the collective bargaining agreements, if any, of SCCOE, or any other local education agency shall not be controlling with respect to any employee of Summit Public Schools, including employees based at Summit Tahoma.

Summit Public Schools and Summit Tahoma recognize the right of public school employees to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations as prescribed by and subject to the limitations set forth in State law. Summit Public Schools has recognized Unite Summit/CTA/NEA as the exclusive representative pursuant to the EERA for all certified teachers and teachers holding other equivalent documents pursuant to Education Code section 47605(l)(1), excluding all other employees including teaching residents, all employees whose work location is Summit's home office, and all management, supervisory, and confidential employees.

Persons employed by Summit Public Schools, including employees based at Summit Tahoma, are not considered employees of SCCOE for any purposes whatsoever.

ELEMENT O: CLOSURE PROCEDURES

> *"The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records."*
>
> *- California Education Code section 47605(c)(5)(N)*

In the event Summit Tahoma closes, Summit Tahoma will follow the closure procedures prescribed by the Education Code and California Code of Regulations. To the extent consistent with the Education Code and California Code of Regulations, Summit Tahoma will follow the procedures prescribed by a memorandum of understanding with SCCOE, which are incorporated herein by reference. The following procedures apply regardless of the reason for closure.

Closure Action

In the event of a proposal to close Summit Tahoma, closure of Summit Tahoma shall be documented by official action of the Board of Directors. 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.

Notification of Closure Action

Summit Tahoma will promptly notify students enrolled at Summit Tahoma and their parents and legal guardians, the Santa Clara County Office of Education, the SELPA, the retirement systems in which Summit Tahoma employees participate (e.g., California 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. The notice of closure 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.

Summit Tahoma will ensure notification to the parents, guardians, and students of the school provides information to assist parents, guardians, and students in locating suitable alternative programs and the manner in which parents and guardians can obtain a copy of their child(ren)'s student record.

This notice shall be provided promptly, within 10 business days following the Board's decision to close the school.

Records Retention and Transfer

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 of Directors. Summit Tahoma will otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with applicable law, including 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.

Summit Tahoma 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.

Summit Tahoma and the authorizing entity will confer and establish a process for student record transfer to the student’s home district, other school to which the student will transfer, or responsible entity designated to conduct closure activities. The authorizing entity and Summit Tahoma should agree to a plan allowing the authorizing entity to accept charter school records in the event Summit Tahoma is unable to maintain the records.

Financial Close-Out

As soon as reasonably practicable, Summit Tahoma will prepare final financial records. Summit Tahoma will also have an independent financial audit completed within six months after closure. Summit Tahoma will pay for the final audit. The audit shall be prepared by a qualified CPA selected by Summit Tahoma and shall be provided to SCCOE and California Department of Education promptly upon completion.

The final audit will comply with the Local Education Agency Audit Guidelines (the “LEA Audit Guidelines”) promulgated by the California Department of Education. To the extent required by the LEA Audit Guidelines, the final audit shall 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 liabilities, including accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations, and an assessment of the disposition of any restricted funds received by or due to Summit Tahoma.

Summit Tahoma will complete and file any annual reports required pursuant to Education Code section 47604.33 and complete necessary academic reporting.

Disposition of Liabilities and Assets

In the event of a closure, all net assets of Summit Tahoma including, but not limited to, all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school shall remain the sole property of Summit Public Schools and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the nonprofit public benefit corporation.

Any assets acquired from SCCOE or property of SCCOE shall be promptly returned upon Summit Tahoma's closure to SCCOE. 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 Summit Tahoma.

As Summit Public Schools is organized as a nonprofit public benefit corporation under California law, if the dissolution of Summit Public Schools occurs, the Board of Directors shall follow the provisions set forth in the Articles of Incorporation, as amended and restated, from time to time and 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 X**, Summit Tahoma will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

> *The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school… The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation*
>
> *- California Education Code section 47605(h)*

Budget

Summit Public Schools is currently in its 23rd year of operation. In School Year 2025-26, Summit Tahoma celebrated its 16th year of operation. Summit Tahoma's budget, including projected revenues, expenditures, and a reasonable reserve, is based upon more than two decades of prudent financial practices at Summit Public Schools. The five-year budget, cash flow and assumptions can be found in **APPENDIX X.**

Summit Tahoma will operate its basic program from revenues including State Aid, federal revenue, including grants and entitlements, and local revenue, including property tax revenues. The Charter School annually develops budgets and cash flow analysis. Annual budgets are submitted each year to the District by the required deadlines.

Financial Reporting

Summit Public Schools Fiscal Control Policies and Procedures, as updated from time to time, will be used to guide Summit Tahoma's operation. The fiscal policies have been adopted by the Board of Directors and reviewed by the independent financial auditors of Summit Public Schools. Summit Tahoma will comply with all applicable financial reporting requirements of Education Code section 47604.33. Following approval or acceptance by the Board, the Charter School shall provide the necessary reports to the District and County Superintendent as follows, in accordance with Education Code section 47604.33:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, a local control and accountability plan, including the annual update, required pursuant to Education Code section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, or by the required deadline, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and the SCCOE per Education Code section 47605(m).

- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year per Education Code section 42100.

The Charter School will also comply with the requirements set forth in Education Code section 47604.3. The current fiscal control policies and procedures are attached as **APPENDIX V.**

Insurance

Summit Public Schools maintains 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 Summit Tahoma. Currently, Summit Public Schools and numerous other California charter schools are covered by CharterSafe. CharterSafe is a California joint powers authority that offers to enable its charter school members to (1) take advantage of volume purchasing strategies to acquire high-grade insurance coverage addressing the specific needs of charter schools; and (2) employ risk management and loss control experts to assist schools in minimizing claims. Summit Tahoma plans to continue securing coverage through CharterSafe, unless a more prudent option is identified. Summit Tahoma will maintain insurance coverage in types and amounts appropriate for its operations.

Workers' compensation is covered by TriNet, a certified professional employer organization. A summary of Summit Public Schools' coverage is included in **APPENDIX W,** as an example of what Summit Tahoma will expect for coverage.

Administrative Services

> "The manner in which administrative services of the school are to be provided."
>
> - California Education Code section 47605(*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, Summit Public Schools, or through an appropriately qualified third-party contractor.

Facilities

> *"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school…."*
>
> *- California Education Code section 47605(h)*

Summit Tahoma operates within the southern boundaries of East Side Union High School District. Summit Tahoma's site is currently located at 285 Blossom Hill Rd, San Jose, CA 95123.As a school of choice, Summit Tahoma's location allows the school to be easily accessible to our current students and prospective students who wish to consider enrolling at Summit Tahoma. Summit Tahoma's location provides convenient access for students and families that reside in and around the District**.**

Financial Audits

An independent fiscal audit of the books and records of Summit Tahoma will be conducted on an annual basis in compliance with the Charter Schools Act (Education Code section 47605(m); see also 5 CCR section 11967.5.1(f)(9). Commencing with the 2027–28 audit cycle, the school's annual independent audit report shall explicitly include all supplementary disclosures mandated by Education Code Section 41020.6 (AB 126). Summit Tahoma's financial records will be maintained in accordance with generally accepted accounting principles and all applicable laws, and the audit will be performed using generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors will approve the proposed independent auditor and contract on an annual basis. The auditor will have, at a minimum, a CPA and educational institution audit experience and 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 the applicable Office of Management and Budget Circulars.

The final annual audit will be forwarded to the County Superintendent of Schools, the State Controller, and the CDE by December 15 of each year.

The Executive Director and the Audit Committee will review any audit exceptions or deficiencies. If any audit exceptions or deficiencies are present, the Executive Director and an authorized representative of the Audit Committee will meet with SCCOE with regard to resolution of audit exceptions or deficiencies to the satisfaction of SCCOE and will report their recommendations to the Board of Directors of Summit Public Schools. The Board of Directors will submit a report to SCCOE describing how the exceptions and deficiencies have been or will be resolved, along with a timeline for completion. If there are any appeals of audit exceptions, they will be made to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of Summit Tahoma is a public record to be provided to the public upon request.

Under the management of Summit Public Schools, every Summit school, including Summit Tahoma, has received a clean audit in every year of its operation.

Transportation

Summit Tahoma shall comply with the requirements of Education Code section 39875 et seq., if applicable, relating to individuals providing school-related pupil transportation for compensation.

Summit Tahoma 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. Such transportation shall be handled in accordance with applicable law.

Potential Civil Liability Effects; Impact on the Charter Authorizer

> *"[P]otential civil liability effects, if any, upon the charter school and upon the school district."*
>
> *- California Education Code section 47605(h)*

Intent

This statement is intended to fulfill the terms of Education Code section 47605(h) and provides information regarding the proposed operation and potential effects of Summit Tahoma on SCCOE.

Civil Liability

Summit Tahoma will be operated by a California nonprofit public benefit corporation, Summit Public Schools. This nonprofit public benefit corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code section 23701d.

Pursuant to Education Code section 47604(d), a chartering authority that grants a charter to a Charter School to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of Summit Tahoma or for claims arising from the performance of acts, errors, or omissions by Summit Tahoma if the chartering authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by the applicable provisions of the Education Code.

Summit Public Schools will work diligently to assist SCCOE in meeting any and all oversight obligations required of SCCOE with respect to Summit Tahoma to ensure SCCOE is not deemed liable for the operation of Summit Tahoma.

Further, Summit Public Schools and SCCOE shall enter into a memorandum of understanding, wherein Summit Tahoma will indemnify SCCOE for the actions of Summit Tahoma under this Charter.

The corporate Bylaws of Summit Public Schools shall provide for indemnification of the Board of Directors, officers, employees, and other persons described in Section 5238(a) of the California Nonprofit Public Benefit law. Summit Public Schools shall purchase or cause to be purchased coverage for directors and officers, employment practices, general liability, childhood sexual

assault, property, student accident, and cyber liability. Summit Public Schools shall require fidelity bonding to secure against financial risks in accordance with its fiscal policies.

Summit Public Schools, at the direction of the Board of Directors or its authorized designee, will maintain and implement appropriate risk management practices including, but not limited to, screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving the renewal of this Charter, the Santa Clara County Office of Education will be fulfilling the intent of the California Legislature.

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- Improve pupil learning.
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- Encourage the use of different and innovative teaching methods.
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- 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.
- Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

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

The Petitioners are eager to work independently yet cooperatively with SCCOE to establish the highest bar for what a charter school can and should be.

Summit Tahoma pledges to work cooperatively with SCCOE to answer any concerns over this document and to present SCCOE with the strongest possible Charter proposal requesting a five-year renewal from July 1, 2027 through June 30, 2032. Approval of the Charter shall be governed by the standards and criteria in Education Code section 47605.

APPendix

A

Summit Tahoma Parent Involvement

Visit Summit Tahoma

Summit Tahoma Calendars & Schedules

Contact Summit Tahoma

Summit Tahoma Curriculum

Additional Resources

Enroll

Meal Program and Policies

School Forms

Health & Safety Information

Student & Family Resources

2026 – 2027 School Calendar

Tahoma 2027 Calendar

Bell Schedules

2026 – 2027 Bell Schedule

Block & Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:20 AM – 8:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Block 1: 8:30 AM – 9:30 AM	Mentor SDL	Mentor SDL	Community Time	Mentor SDL	Mentor SDL
Block 2: 9:35 AM – 11:00 AM	Project A	Project D	Project A	Project D	Project A
Block 3: 11:05 AM – 12:30 AM	Project B	Project E	Project B	Project E	Project B
Lunch 12:30 AM –	Lunch	Lunch	Lunch	Lunch	Lunch

1:05 AM					
Block 4: 1:10 PM – 2:35 PM	Project C	Project F	Project C	Project F	Project C
Block 5: 2:40 PM – 3:30 PM	Student Support	Student Support	Student Support	Student Support	Student Support

Appendix

B

SUMMIT Tahoma

2026-2027 Calendar

July 2026

SU	MO	TU	WE	TH	FR	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 2026

SU	MO	TU	WE	TH	FR	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 2026

SU	MO	TU	WE	TH	FR	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 2026

SU	MO	TU	WE	TH	FR	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

November 2026

SU	MO	TU	WE	TH	FR	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 2026

SU	MO	TU	WE	TH	FR	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 2027

SU	MO	TU	WE	TH	FR	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 2027

SU	MO	TU	WE	TH	FR	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 2027

SU	MO	TU	WE	TH	FR	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 2027

SU	MO	TU	WE	TH	FR	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 2027

SU	MO	TU	WE	TH	FR	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 2027

SU	MO	TU	WE	TH	FR	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			

- Teacher PD Days
- First and Last Day of Academic Year
- **31** Bold text indicates school days
- New Student Orientation
- School Events
- Holiday: School closed
- Personalized Learning Plan Meetings (PLP)
- Expeditions
- Exams

DATE	EVENT
July 30	Teacher Professional Development begins
August 11	New Student Orientation (8:30-3:30)
August 12	First Day of School
August 21	Community Day (students + parent volunteers)
August 27	Back to School Night (parents only)
September 7	Labor Day (school closed)
September 23-24	PLP Half Day (classes in AM)
September 25	PLP Day (no school)
Sept 28-Oct 9	Expeditions Round 1
October 12	Indigenous Peoples Day (school closed)
November 11	Veterans Day (school closed)
November 23-27	Thanksgiving Week (school closed)
Dec. 21 - Jan. 1	Winter Break (school closed)
January 4	Teacher PD Day (no school)
January 5	School resumes
January 5-15	Expeditions Round 2
January 18	Martin Luther King Day (school closed)
February 15	Presidents Day (school closed)
February 16-19	February Break/Teacher PD (school closed)
March 8-19	Expeditions Round 3
March 18	Expeditions Celebration of Learning
March 24-25	PLP Half Day (classes in AM)
March 26	PLP Day (no school)
March 29	Farmworkers Day (school closed)
April 1-2	College-Study Trips (11th departs March 31)
April 5-9	Spring Break (school closed)
April 26-30	11th Grade SBAC Exams
May 3-14	AP Exams
May 15 or 22 TBD	Junior/Senior Prom
May 31	Memorial Day (school closed)
TBD	Core Classes Celebration of Learning
June 3	Graduation
June 4	Last Day of School
June 18	Juneteenth Holiday

Appendix

C

Summit K2

Narrative Description of a Typical Day for a Student at Summit Tahoma

HS Average Student

The school gates open at 7:30 am each morning. A typical high school student will arrive between 7:30am and 8:15am. Prior to the start of class the student may use their time to work with peers, meet with a teacher, administrator or socialize with peers. All Tahoma students will begin Monday morning with mentor time at 8:30am. Each student has a mentor who is a faculty member. The mentor will meet with approximately 20-25 mentees to focus on community building, group goal setting, and/or social-emotional skill building. Each student will set their academic goals for the week. The mentor will also engage each student in a 1:1 “check-in” over the course of the week to connect and monitor their mentee’s progress in relation to their self-set goals.

After the first block of mentor time on Monday, the student transitions into the next part of their day which is two blocks of instruction for 85 minutes each. After their two project time blocks, students have a 40 minute lunch. The student will have lunch on the campus. The student may bring their lunch or purchase a school lunch from the school lunch caterer. During this time the student will be encouraged to socialize and engage in physical activity.

Then between 1:00 pm and 2:30pm, the student will engage in one more 85 minute block of project time instruction.

These blocks could be a project time class - English/Language Arts, Science, Math, Social Science, or Spanish. During these classes, the student engages in deeper learning projects centered around cognitive skills such as selection of evidence or oral presentation. The student could also have Self-directed Learning Time (SDL), during which the student will be able to use their Canvas to either complete project work or study subject content at their own pace. If the student chooses the latter, the student will explore resources on a specific topic, take practice quizzes or do practice problems, and then attempt a ten question assessment on the topic when the student feels ready. These resources are known to our students as “playlists.” The student can demonstrate mastery of this playlist by answering at least 8 questions correctly on the assessment. If they do not show mastery on this attempt, they can review the material, identify peer study groups, find support from a teacher and try another time. During SDL, they are also instructed on how to set goals, use their time wisely, seek out appropriate help, and give support to their peers.

At the end of the day students finish with a 45 minute Student Support Block where they can engage in small group support targeted to skill development.

Classes are organized into groups of twenty-five to thirty students with one teacher. In the classroom, students will regularly be engaged in group work activities where the teacher facilitates active learning and inquiry in pursuit of deep learning aligned to standards. Students will be asked to read, write, listen, speak, present, and discuss throughout the lessons and day. On this day in English, this student might be working on their analytical paragraphs portfolio where they will make claims about different types of text. This will be one of the student’s three final products for this project, along with a Socratic Seminar and Argumentative Presentation.

After school, the average student will usually have some amount of work to complete at home, depending on how much they were able to complete during Self-directed Learning (SDL) Time and Project Time during the school day. Many students will use their SDL Time intentionally to minimize the

amount of work they need to take home. This student will likely use Canvas to access class resources. Additionally, the student and their parents will use this system to track the student's current grades, yearly progress, and due dates. This student may also participate on a school athletic team or an afterschool club.

On Wednesdays, in mentor time, students engage in community time. Community time is about building community and belonging, helping students develop socio-emotional skills such as self-reflection, interpersonal skills and engaging in programming aligned to postsecondary pathways preparation including: college readiness preparation, career connected learning and financial literacy.

At-Promise Student / Low Achieving

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

During the development of this student's Personalized Learning Plan (PLP), the student, parent and mentor will agree to a daily and weekly plan designed to support the student to succeed. This plan will include setting weekly goals that the student is able to set in collaboration with their mentor. These goals are tracked in Canvas. The mentor and student have access to these goals and can therefore help to keep the student accountable for them. As a regular practice, these goals are shared with caregivers.

The student will be encouraged and supported to attend weekly office hours with the teacher or mentor for additional support or assistance in completing core class work. Depending on the student's progress, the teachers in the grade level team will provide targeted workshops and intervention during Support Block, where teachers can provide targeted specific support. Teachers and students have access to numerous resources and tools, inclusive of adaptive softwares to support just in time interventions that both support students with foundational skill needs and those in need of extension.

If the student is not experiencing success, all of the student's teachers and an administrator will meet with the student and/or their caregivers for a "student success team (SST) meeting" on a quarterly basis. During the success meeting, 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 support 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.

Sometimes the students may not be able to achieve mastery by the end of the school year despite extensive intervention being provided throughout the school year. Specific intervention plans will be created on a case by case basis for these students, including opportunities to demonstrate mastery over the summer.

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-promise student's experience with differences described in the following paragraphs.

During daily Mentor self-directed learning period or Student Support Block this student will likely meet with a special education service provider to receive services according to the student's IEP. The most common service will be Specialized Academic Instruction which will range from individual to small group instruction designed to support the achievement of the IEP goals. The Learning Specialist will also hold workshops within the learning center that focus on executive functioning, reading, writing, math, and social-emotional skills. However, some students will meet with a speech and language specialist, occupational therapist or school psychologist. Should the IEP determine it necessary in order to provide a free and appropriate education, the student's graduation requirements may be modified to require, for example, only two years of Language other than English, so as to free time for increased services for the individual.

The student's case manager will regularly check in with the student in learning centers and alongside students in general education classes, 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 the 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 skills of their courses at a deeper level, not through additional work, but through differentiated assignments and through the student's role in group work. This will be planned in coordination with the student's mentor and the student will have access to this differentiated work through Canvas. Students can also access "Additional" and "Challenge Focus Areas" in Canvas to accelerate in the course. Students have the opportunity to move on an accelerated course pathway in Math and Spanish based on level. Students may also be invited to create a more customized course schedule as they enter the upper grades, including, but not limited to taking college classes at local universities.

Additionally, this student will be invited to use enrichment opportunities to help get prepared for AP exams. Faculty members will hold special review and study sessions during Student Support Block classes to support students on this pathway. While the average student will likely take two or three AP exams during their 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-promise student's experience with differences described in the following paragraphs.

All of this student's teachers are trained in specially designed academic instruction in English (SDAIE) methodology and credentialed to teach EL students. Integrated language development is built into the

core curriculum and incorporates SDAIE methodology. For example, directions and instructions in the class will be given in multiple modes (oral, written, modeled). When appropriate, EL students will be assigned to groups in which at least one other student speaks their first language. Struggling and EL students will be given differentiated supports and scaffolds for textbook and primary source readings and writing assignments. As needed, EL students may take advantage of designated supports on assessments. The student will be given multiple methods for demonstrating conceptual understanding on internal assessments to leverage the student's multilingual assets Additionally, the student will have access to office hours and personalized language support during core instruction attend additional support hours, as needed.

During Support Block the student is enrolled in a Designated English Language support class with a teacher certified to provide English Language Development in a designated setting, focused on developing language proficiency and academic language skills. The amount of designated ELD class support is based on the student's proficiency level on the English Language Performance Assessment and progress toward English language proficiency. The student is supported in this environment until they are redesignated as English proficient based on CDE established criteria, with continued support and monitoring in the integrated core instruction for two years following redesignation as fluent English proficient.

Appendix

D



SUMMIT TAHOMA FAMILY HANDBOOK

tinyurl.com/TahomaFamilyHandbook

HISTORY
VISION & MISSION
OUR SCHOOL COMMUNITY & CAMPUS
SCHOOL SUPPLIES & A STUDENT'S DAY
CALENDARS & SCHEDULES
THE SUMMIT MODEL
COURSE OF STUDY
GRADING, PROGRESS MONITORING & CANVAS
ACADEMIC SUPPORT & ACCOMMODATIONS
INDEPENDENT STUDIES
DUAL ENROLLMENT
STUDENT POLICIES
EXTRACURRICULAR ACTIVITIES
FAMILY ENGAGEMENT
OUR OFFICE TEAM CAN ASSIST YOU

HISTORY: This is Tahoma's 16th year! Summit Public Schools opened in 2003 with Summit Prep in Redwood City to offer young people a more personalized approach to learning, and to open the pathway to college for students of all backgrounds. In 2010, a group of parents in East San José asked Summit to open a campus in their community, to provide a better high school option for their families. Summit Tahoma opened in 2011. We moved to our current location in 2015, securing a better facilities agreement, and providing school choice here in South San José, where we are the only charter high school. Mr. Jonathan Stewart has helped lead the school since the move.

VISION & MISSION

Vision: Every student is equipped to lead a fulfilled life — one with purpose, financial independence, community, strong relationships, and health.

Mission: To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life.

OUR SCHOOL COMMUNITY & CAMPUS

Faculty & Staff: As a small school, we're able to hire faculty and staff who think similarly about education, and hold common educational values. We like working together as a team. Our work at Tahoma gives us a common professional purpose. Several of us have been working together since our move to Oak Grove in 2015, several of us have had our own children graduate from Tahoma, and several of us are Tahoma alumni - now giving back to our alma mater in the most profound way. See our full team and contact info on our website.

Students: Our students come from a few dozen different middle schools, representing a cross-section of San José and the surrounding area. Students come to Tahoma seeking new friendships - and they find them. The diversity of backgrounds and educational experiences among our students creates a rich learning environment, and also helps our students to experience the importance of interactions that are respectful and compassionate.

Our Tahoma campus is colorful, welcoming, and vibrant. Murals and student art showcase our creativity and talents. Flowers, plants, the oak tree, and the grove of eucalyptus & pine trees connect us with nature. We have a pickleball court on our Quad, and a basketball court in the back. True, we're a group of portable buildings on an old parking lot, but we've made it our TaHOME.

We're co-located on the Oak Grove High School campus, but our schools operate separately, and Tahoma has its own secure perimeter fencing and controlled gates. On paper, Tahoma has a lease agreement with the East Side Union High School District. In practice, Tahoma has cultivated a positive relationship with the administration at Oak Grove High School, so when an issue occurs that affects both of our schools, we work together in service of the young people in our community. We have the benefit of using Oak Grove's sports facilities and event spaces when needed.

Over eleven years, we've become more connected with our neighborhood. We visit Cottle Park for our Community Day each August, our students volunteer in nearby elementary and middle schools, and we attend community events. The VTA 27 bus runs along Blossom Hill Rd., and the VTA Snell light rail station is a 10-minute walk.

Drop-off & Pick-up: Our school day is 8:30-3:30. It takes 5-10 minutes to get through our parking lot during peak times (8:20-8:30 & 3:30-3:40).

- Drop-off: Use the main Student Parking Lot (with solar panels). Do not use the Staff Parking Lot adjacent to the stoplight. Oak Grove High School also starts their classes at 8:30, so the Student Parking Lot is congested from 8:20-8:35. We recommend arriving by 8:20. Drive slowly, and pull forward to the curb to drop off - do not drop off in the line of cars.
- Pick-up: Use the main Student Parking Lot. Form two lines of cars - one line on the right for waiting, and one line on the left for driving through.
- Eagles Driveway: We have a small driveway and side gate along Eagles Ln. that is open right before and right after school. Be safe and courteous - do not double park, do not

block traffic, do not ask your student to run across the street, and do not attempt a u-turn. If it's crowded, drive on to the Student Parking Lot.

SCHOOL SUPPLIES & A STUDENT'S DAY:

- **School Supplies:** Each student should have pens, pencils, a notebook, a folder, and a water bottle. Our school will continue offering free breakfast and lunch to all students, and provide a Chromebook and charger to each new student.
- **A Student's Day:** I arrive on campus, grab milk and cereal from the breakfast cart, and play a bit of pickleball on the Quad with my friends before class starts. In mentor time, I chat with my friends at my table, our mentor reminds us of upcoming school events and due dates, and then I take out my Chromebook. I open Canvas to review my assignments, set goals for the day, and get to work. The people at my table help each other on a history assignment. My mentor calls some of us over for check-ins. Then we're off to class - two project time blocks before lunch. During lunch, I pick up lunch from the food servery, then find a table with my friends under the shade of the oak tree on the Quad. After lunch, we have one more project class, then a shorter Block 5 - Support Block. Once a week I go to Biology Support for Block 5, another day I attend Student Council, and the rest of the Block 5 days are additional SDL (self-directed learning) classes for me. After school I drop by my English teacher's room for Office Hours for help completing a checkpoint, and I leave after 4:00. It's been a long day, but I don't have any homework, since I have been productive and gotten support at school.

CALENDARS & SCHEDULES

Daily Schedule: School is 8:30-3:30 daily.

Calendar for 26-27: Our draft calendar includes all school holidays and Expeditions weeks. Key dates include:

- August 11: New Student Orientation
- August 12: First Day of School
- November 23-27: Thanksgiving Break
- December 21-January 4: Winter Break
- February 15-19: February Break
- April 5-9: Spring break
- June 4: Last day of school
- Summit Tahoma Google calendar (or add to your Google calendars) - includes all dates from our Annual Calendar, plus additional school activities.

THE SUMMIT MODEL

Our research-backed approach informs everything we do and helped us create an educational experience unlike any other — one that supports the whole student throughout the school day. We prepare our students with the skills, knowledge, and habits they need to pursue a fulfilled life. The classroom experience centers around:

Mentoring
We know that strong relationships with teachers have a positive impact on students. Students meet one-on-one with a dedicated mentor who knows them deeply and supports them in setting and achieving their goals. Because each mentor stays with a student for all four years, parents have a single point of contact to help advocate for their child and provide guidance on achieving personal goals.

Projects
In class, students apply their acquired knowledge, skills, and habits to challenging, hands-on projects that prepare them for the things they'll encounter after graduation, like how to collaborate on a team, interpret data, and present a persuasive argument. All projects end with a final product that students complete, ranging from simulating historic debates to presenting proposals for changes to school policies.

Self-Direction
With teacher support, students are guided through a Self-Directed Learning Cycle to develop an invaluable skill set that takes them well beyond their years in school. They learn how to set goals, select strategies to achieve them, and reflect on their progress. Over time, students develop the confidence to set learning goals and make better decisions about studying, project-completion, and test-taking.

Expeditions
Unparalleled and unique to the Summit experience, in addition to our rigorous academic curriculum, students participate in eight weeks of immersive electives. Students discover and deepen their passions through rigorous courses, independent studies, and practical work experience gained from internships. Expeditions sign-ups begin in September with our Expeditions Fair and Expeditions Catalog, with three rounds of Expeditions happening in October, January, and March for two weeks each.

Life Pathways
We help our students explore their interests and develop their sense of purpose, while also preparing them for college or other post-secondary pathways - their "concrete next step". Their mentor and family collaborate in supporting each young person through this process.

COURSE OF STUDY: Our students meet and exceed the UC/CSU A-G course requirements for college admission, as a requirement to graduate from Summit Tahoma. See our full course sequence on our website. AP (Advanced Placement) courses offer the opportunity to earn college credit while in high school. Students can advance course levels in Math and Spanish, as appropriate.

We expect students to take three years of a second language. Most of our students choose our Spanish classes, but some students choose to study a second language on their own - usually at a community college. See our External Language Course Policy for more information.

GRADING, PROGRESS MONITORING & CANVAS

- **Growth-Focused:** Grades reflect students' progress in developing critical thinking skills and mastering academic content.
- **Core Courses (non-math):**
    - 70% Cognitive Skills: Assessed through projects using the cognitive skills rubric across subjects and grade levels. Only a student's *highest score* for each skill counts toward their final grade.
    - 30% Content Knowledge: Measured through Focus Area Assessments (online quizzes).
        - Power Focus Areas: Represent essential content; all must be passed to avoid receiving an Incomplete. Contribute up to 21% of the final grade.
            - 9th grade American Histories and Cultures only has Power Focus Areas, which contribute to 30% of the final grade.
        - Additional Focus Areas: Provide deeper content understanding. Each one passed adds a small percentage (up to 9% total) to the final grade.
- **Math Courses (Math I through Math III):**
    - 90% End-of-Unit Assessments: Based on understanding of key math concepts; scores are averaged from each unit assessment.
    - 10% Portfolio Problems: Complex, real-world application problems scored on a 0–2 scale; lowest two scores are dropped when averaging.
    - AP Math Courses: Grades are based 100% on End-of-Unit Assessments.
    - You can read more in our Math Grading Policy document.
- **Revision & Deadlines:** In some cases, teachers will extend opportunities for students to revise their work to improve their grade. Clear deadlines and pacing help keep students on track.
- **We use Canvas** as our learning management system, like many colleges do. Mentors and teachers guide students in learning to use Canvas to access course materials, learn, and monitor progress. Parents can sit down with their student to review Canvas together, or log in through a parent account. Follow the steps in these Accessing Canvas slides.
  Here's a sample Report Card in Canvas:

Course Grade Overview

Course	Grade	Overall %	Projects Grade	PFAs Grade	AFAs Grade	Overdue Final Products	PFAs	AFAs
American Histories and Cultures	Off Track	88%	97.5%	66.67%		0	⚠ 2 of 12 (3 Expected)	
Biology	Off Track	78%	77.5%	100%	33.3%	1	2 of 6 (2 Expected)	1 of 9 (3 Expected)
English 9	B+	89%	96.67%	100%	0.0%	0	5 of 14 (5 Expected)	0 of 2 (1 Expected)
Math II	B-	82%	80%			0		
Spanish 1	A-	91%	100%	100%	0.0%	0	2 of 6 (2 Expected)	0 of 11 (1 Expected)

    - For American Histories, this student is Off Track. The student has a passing Projects Grade and no Overdue Final Products. But they need to complete one more PFA.
    - For Biology, this student has one Overdue Final Product.
- You can read more detailed information about Summit's Grading Policy.

ACADEMIC SUPPORT & ACCOMMODATIONS: We aim to prepare all students for college success. So our classes are a little more rigorous than regular high school classes, but there are also additional systems of support. We help our students to become self-directed learners,

and our mentors and teachers provide them with guidance as needed. Classes are led by teachers, with collaborative and independent learning activities as well.

Educators commonly think of learning interventions as three tiers of support:

Tier 1: Universal Support: Provide high-quality instruction and support for all students in the general education setting. Examples: differentiated instruction, positive classroom management, engaging curriculum, and assessment. Purpose: to establish a strong foundation for learning and prevent academic and behavioral difficulties. At Summit we have mentoring, longer class blocks, and the learning tools of technology.

Tier 2: Targeted Support Provides additional, focused support for students who are not making adequate progress with Tier 1 supports alone. Examples: small group interventions, targeted skill-building activities, and behavioral interventions. Purpose: to address specific skill gaps and prevent academic or behavioral challenges from escalating. At Summit we have Block 5-Support, Office Hours, and classes for specific learning needs, like our Multi-Lingual Learning class (ESL).

Tier 3: Intensive Support: Provides individualized, intensive interventions for students with persistent academic or behavioral difficulties, or learning conditions. Examples: highly individualized instruction, and support from specialists. Purpose: To address significant learning and behavioral needs and promote student success. At Summit we have 504 accommodations plans, Learning Center, and other special education services. Please contact Mr. Stewart for more information.

Block 5/Enrichment Block: Our last block of the school day (2:40-3:30) includes a variety of classes to support students' various learning needs. These include support classes for each class subject, AP test prep classes, Learning Center classes, and some activities like Yearbook and Student Council. Teachers re-roster the support classes at every round of Expeditions based on students' progress and needs.

When a student enrolls at Tahoma, we can review any special learning needs they have, discuss our tiered system of supports, and collaborate in planning appropriate supports.

Teacher Office Hours: 3:40-4:30 PM
Tuesdays: History, Science, Spanish, Video Production
Thursdays: English, Math

For more detailed information, see our Tahoma Tiers of Intervention document.

INDEPENDENT STUDIES

Ms. Maa is the point person for Independent Studies. If your student will be absent for two or more days, an Independent Studies Contract must be arranged. This ensures their absences are not counted against them (provided the student successfully completes the assigned work), helps them stay on track with their learning and grades, and allows the school to continue

receiving ADA funding during their time away. To make this possible, Ms. Maa and your student's teachers need at least one week's notice to prepare the necessary paperwork and assignment materials. Please note that not all Independent Studies requests will be approved, and there is a maximum of two weeks per school year.

Process:
1) E-mail Ms. Maa and Ms. Jackie about your student's travel dates to prepare paperwork
2) Have your student come to Ms. Maa to pick up contract, fill out preliminary information, and receive instructions
3) Ms. Maa will email guardian(s) to confirm independent studies contract then email all teachers and mentor of dates of absence to prepare assignments for your student
4) Student will get signatures (self, guardian, teachers, mentor, and Ms. Maa) and assignments from all teachers, and create a calendar schedule for work completion on the contract
4) Student will bring signed and completed contract back to Ms. Maa to scan and input into system by agreed upon date
5) Upon return, student must immediately get signatures from all teachers verifying completion of assignments and bring to Ms. Maa for final completion scan

DUAL ENROLLMENT

Purpose: Dual enrollment allows high school students to take college-level courses (usually at a local community college) while still in high school. These classes can count toward both high school and college credit.

Options: Dual enrollment is taken at a California community college typically to meet foreign language requirements when students choose a language other than Spanish, to take a course of interest or advanced course that is not offered at Tahoma, or to make up for a failed course needed for graduation and for meeting A-G requirements.

Approval Process: Student must have discussion with and pre-approval from the Dean of Culture & Instruction, complete college enrollment paperwork, and submit a signed concurrent enrollment form.

STUDENT POLICIES

Core Characteristics: Our school values are based on the Summit Core Characteristics, which hang above our Quad: Compassion, Courage, Curiosity, Integrity, Respect, and Responsibility.

Attendance Policy: Students are expected to arrive on time every day school is in session and attend the full and complete school day. Students and parents are also responsible for working with teachers and mentors to keep students on track for the time they are absent from school. Absences and tardies from school shall be excused only for health reasons, family emergencies and justifiable personal reasons. To report an absence, please call (408) 729-1981 or email tahomaoffice@summitps.org.

Cell Phone Policy: Student phones must be in their bags and quiet during the school day. Students may use their phone during a school emergency, or for approved health needs.

Students may use their phones during lunch. Parents can call the office if there is an emergency and they need to reach their student.

Class Attendance: Students are expected to attend each class for the full class block. They can leave class with teacher permission. A student who leaves class for an extended period of time may be marked absent.

Closed Campus: Tahoma is a closed campus. Students may not leave during the school day without parent permission to the office. Students may not go to Oak Grove High School during the school day. If a student needs to retrieve something from their car, they must ask for permission in the office, and use the doorbell gate. If a student leaves campus without permission, we will call their parent.

Discipline Policy: There is a shared responsibility among all members of the Summit community to build and keep peace in classrooms, during unstructured times and in all conversations. Summit's graduated discipline plan is in place for when the culture we've built is harmed and peace needs to be made. We use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community. We use restorative practices as a way of approaching behavior support from a framework of relationship maintenance and reconciliation.

Dress Policy: We have a standard high school dress policy.

Food Deliveries: (This policy applies to app-based food deliveries, like DoorDash and Uber Eats - not deliveries from family members.) Students may receive food deliveries during lunch time only. Be mindful of our cell phone policy and order before 8:30 AM - not during class time. **Enter our physical address for the delivery, 5520 Eagles Ln.** (If you enter our mailing address on Blossom Hill Rd., your driver will get lost.) Leave from the doorbell gate to meet your driver in the student parking lot. If you have a problem (e.g. the driver is at another location at Oak Grove, or your order will be delivered late), talk to an administrator on lunch duty (e.g. Mr. Stewart, who's normally on the Quad). We will confiscate any food deliveries made outside of lunch time. Food deliveries are a privilege, not a right.

Meal Program: We offer nutritious meals through the National School Lunch and Breakfast Programs. All students have access to breakfast and lunch, with meals available at no cost. Meals are prepared by our trusted vendor, RevolutionFoods and meet USDA nutrition standards, with daily vegetarian options and accommodations available for dietary needs.

Student Concern Form (tinyurl.com/TahomaStudentConcernForm)**:** A respectful and responsible environment helps all of us. You can talk to an adult on campus, or report safety concerns to the office, including bullying, harassment, threats, vandalism, substance use, or anything that doesn't feel right. We will protect your anonymity, and in most cases talk with you about how we might address the concern. One of our school administrators (Mr. Stewart, Ms. Maa, Ms. Alatorre, or Ms. Pomares) will reply within one school day. If this is an urgent matter coming up during a weekend or vacation, please submit this form and also send an email to: tahoma@summitps.org telling us you've submitted a Student Concern Form.

Technology Policy:

- Each student is provided with a school Chromebook, a Chromebook charger, earbuds, and access to online learning resources. As individuals preparing for success in college and beyond, we entrust our students with managing their own devices and making good decisions while using Summit technology. We have also put in place appropriate content restrictions. We expect our students to exhibit the highest level of digital citizenship and courtesy at all times. We strongly encourage parents to monitor their child's internet use at home and to engage in conversations about appropriate internet use.
- **Chromebook Responsibility and Fees:** Students are responsible for taking care of their assigned technology. If a student loses or breaks their Chromebook, charger, or other issued equipment, they will be charged a replacement fee. Payment must be made in the front office within one week of the loss or damage. Once the fee is paid, we will replace the damaged or lost equipment.

For the full list of Student & Family resources, visit our website.

EXTRACURRICULAR ACTIVITIES

Athletics: Make new friends, challenge yourself, and compete! Review our Tahoma Athletics slides with key information and season dates. On-campus Sports Physicals are offered before the fall, winter, and spring seasons. See our family email or check our Google calendar.

Clubs: Our clubs are student run with a faculty advisor. Our annual club fair is in late August, where club leaders can recruit members, and students can sign up. Most clubs meet during lunch or after school. You can see the full list of clubs and their meeting times on our Clubs List: tinyurl.com/TahomaClubsSY26.

Student Council: Our student council is composed of student-elected officers and class reps who collaborate to plan student events like spirit weeks, rallies, dances, and our talent show.

FAMILY ENGAGEMENT

Success in high school is a partnership between the student, the school, and the family. **We expect all of our parents to attend Back to School Night, PLP Meetings, and our Celebration of Learning.** That's just three events. You can do this for your child!

Annual Family Events:

- School Beautification Day (a Saturday in early August): Help with gardening, painting, mural work, campus clean up, and repairs.
- Community Day (second Friday of school): A walking field trip to Cottle Park featuring our annual Mentor Group Olympics, fun activities, and a BBQ lunch. Parent volunteers serve grilled lunch.
- Back to School Night (late August): For parents and caregivers (students should stay home unless they need to support their parent at school). Presentations from our administration & grade level teachers, then meet in mentor groups to preview the school year, and for a review of our Canvas learning platform.

- PLP Meetings (late September & March): Student-parent-mentor conferences, centered on your student's Personalized Learning Plan. You will schedule these with your mentor in early September.
- Celebration of Learning (spring): Our school open house when students showcase their projects from Expeditions and core classes.

PIVOT (Parents in Volunteer Organizing Teams): Formed when our school started, PIVOT supports school events like Community Day, leads teacher appreciation events, and engages in discussion with our school leadership. Meets monthly onsite at 8:30 AM, led by Ms. Pomares.

Community Forums: Presentations and conversations on school matters and school governance, held quarterly on Zoom in the evenings, led by Mr. Stewart.

School Expenses & Donations: We're a free, public school - but we are also limited by state funding, and family contributions make our range of student learning activities possible for all students. For families of low income who cannot afford to contribute, the school will cover the cost. This can help you plan ahead:

- Tahoma Fundraising Campaign: September, December, and April.
- AP Exams (requested in November): $99/exam. Each 11th and 12th grader takes at least one exam.
- PSAT Exam (requested in September): $18/exam. Each 11th grader takes this exam.
- SAT (requested in February and September): $68/exam. Optional for 11th and 12th graders depending if they want to put it on college applications.
- College-Study Trips (requested in March): This ranges from $50 for our day trips (9th and 12th grades), to $200 for our overnight trips (10th and 11th grades).
- Athletics Teams (requested before the fall, winter, or spring season): A $200 contribution helps us pay for uniforms, league membership, and game referees.
- Junior & Senior Prom (May): $80 (tentative)
- Graduation (June): $15/ticket (tentative)

OUR OFFICE TEAM CAN ASSIST YOU:

- Registration, paperwork, and absences: Ms. Jackie, Ms. Jady, and Ms. Pomares (tahomaoffice@summitps.org)
- Academic questions: Ms. Maa, Dean of Culture & Instruction
- Student learning accommodations: Mr. Stewart, Director
- Expeditions: Ms. Alatorre, Dean of Expeditions
- Office Hours: 8:00-4:30
- Campus Hours: 7:30-5:00

Español



SUMMIT TAHOMA FAMILY HANDBOOK

tinyurl.com/TahomaFamilyHandbook

HISTORIA
VISIÓN Y MISIÓN
NUESTRA COMUNIDAD ESCOLAR
NUESTRO CAMPUS
UN DÍA ESTUDIANTIL
ÚTILES ESCOLARES
CALENDARIOS Y HORARIOS
NUESTRO EQUIPO DE OFICINA PUEDE AYUDARTE
EL MODELO SUMMIT
CALIFICACIÓN Y SEGUIMIENTO DEL PROGRESO
CANVAS
MATRÍCULA DOBLE
POLÍTICAS ESTUDIANTILES
RECURSOS PARA ESTUDIANTES Y FAMILIAS
APOYO ACADÉMICO & ADAPTACIONES
ACTIVIDADES EXTRACURRICULARES
PARTICIPACIÓN FAMILIAR
NUESTRO EQUIPO DE OFICINA PUEDE AYUDARLE

HISTORIA: ¡Este es el 16.º aniversario de Tahoma! Las Escuelas Públicas de Summit abrieron en 2003 con Summit Prep en Redwood City para ofrecer a los jóvenes un enfoque de aprendizaje más personalizado y abrir el camino a la universidad para estudiantes de todos los orígenes. En 2010, un grupo de padres del este de San José le pidió a Summit que abriera un campus en su comunidad para brindar una mejor opción de preparatoria a sus familias. Summit Tahoma abrió en 2011. Nos mudamos a nuestra ubicación actual en 2015, logrando un mejor acuerdo de instalaciones y ofreciendo la opción de elegir escuela aquí en el sur de San José, donde somos la única preparatoria chárter. El Sr. Jonathan Stewart ha ayudado a dirigir la escuela desde la mudanza.

VISIÓN Y MISIÓN

Visión: Cada estudiante está equipado para llevar una vida plena: con propósito, independencia financiera, comunidad, relaciones sólidas y salud.

Misión: Preparar colectivamente una comunidad diversa de jóvenes con las habilidades, el conocimiento y los hábitos para alcanzar el empoderamiento económico y el éxito en un próximo paso concreto elegido hacia una vida plena.

NUESTRA COMUNIDAD ESCOLAR

Profesorado y personal: Como escuela pequeña, podemos contratar a profesores y personal con ideas afines sobre la educación y valores educativos comunes. Nos gusta trabajar en equipo. Nuestro trabajo en Tahoma nos da un propósito profesional común. Varios de nosotros hemos colaborado desde que nos mudamos a Oak Grove en 2015, varios de nosotros hemos tenido hijos graduados de Tahoma y varios de nosotros somos exalumnos de Tahoma, lo que nos permite contribuir a nuestra alma máter de la manera más significativa. Conoce a nuestro equipo completo y la información de contacto en nuestro sitio web.

Estudiantes: Nuestros estudiantes provienen de varias docenas de escuelas secundarias diferentes, representando una muestra representativa del área de San José. Los estudiantes vienen a Tahoma buscando nuevas amistades, y las encuentran. La diversidad de orígenes y experiencias educativas entre nuestros estudiantes crea un ambiente de aprendizaje enriquecedor y también les ayuda a experimentar la importancia de las interacciones respetuosas y compasivas.

NUESTRO CAMPUS

Tahoma es un lugar colorido, acogedor y vibrante. Los murales y el arte estudiantil exhiben nuestra creatividad y talento. Las flores, las plantas, el roble y el bosque de eucaliptos y pinos nos conectan con la naturaleza. Tenemos una cancha de pickleball en nuestro patio y una cancha de baloncesto en la parte trasera. Si bien somos un conjunto de edificios prefabricados en un antiguo estacionamiento, lo hemos convertido en nuestro TaHOMA.

Estamos ubicados en el mismo campus de la Preparatoria Oak Grove , pero nuestras escuelas operan por separado, y Tahoma cuenta con su propio cerco perimetral de seguridad y puertas controladas. En teoría, Tahoma tiene un contrato de arrendamiento con el Distrito Escolar Unificado de Preparatorias East Side. En la práctica, Tahoma ha cultivado una relación positiva con la administración de la Preparatoria Oak Grove, por lo que cuando surge un problema que afecta a ambas escuelas, colaboramos para servir a los jóvenes de nuestra comunidad. Contamos con la ventaja de poder utilizar las instalaciones deportivas y los espacios para eventos de Oak Grove cuando es necesario.

En los últimos diez años, hemos fortalecido nuestra conexión con nuestro vecindario. Visitamos Cottle Park cada agosto para nuestro Día de la Comunidad, nuestros estudiantes colaboran como voluntarios en escuelas primarias y secundarias cercanas y asistimos a eventos comunitarios. El autobús VTA 27 recorre Blossom Hill Rd., y la estación de tren ligero VTA Snell está a 10 minutos a pie.

Entrada y salida : Nuestro horario escolar es de 8:30 a 3:30. El estacionamiento tarda de 5 a 10 minutos en horas punta (8:20 a 8:30 y 3:30 a 3:40).

- Para dejar a los niños: Use el estacionamiento principal para estudiantes (con paneles solares). No use el estacionamiento para el personal, junto al semáforo. La escuela preparatoria Oak Grove también comienza sus clases a las 8:30, por lo que el estacionamiento para estudiantes está congestionado de 8:20 a 8:35. Recomendamos llegar a las 8:20. Conduzca despacio y acérquese a la acera para dejar a los niños; no los deje en la fila de autos.

- Recogida: Use el estacionamiento principal para estudiantes. Forme dos filas: una a la derecha para esperar y otra a la izquierda para pasar.

- Entrada de Eagles: Tenemos una pequeña entrada y una puerta lateral a lo largo de Eagles Ln. que abre justo antes y después de clases. Sea seguro y cortés: no se estacione en doble fila, no bloquee el tráfico, no le pida a su estudiante que cruce la calle corriendo ni intente dar la vuelta en U. Si hay mucha gente, conduzca hasta el estacionamiento para estudiantes.

DÍA DE UN ESTUDIANTE : Llego al campus, tomo leche y cereal del carrito de desayuno y juego un poco de pickleball en el Quad con mis amigos antes de que comience la clase. En el tiempo de mentoría, hablo con mis amigos en mi mesa, nuestro mentor nos recuerda los próximos eventos escolares y las fechas de entrega, y luego saco mi Chromebook. Abro Canvas para revisar mis tareas, establecer metas para el día y ponerme a trabajar. Las personas en mi mesa se ayudan mutuamente con una tarea de historia. Mi mentor llama a algunos de nosotros para registrarnos. Luego vamos a clase: dos bloques de tiempo de proyecto antes del almuerzo. Durante el almuerzo, recojo el almuerzo de la barra de comida y luego busco una mesa con mis amigos bajo la sombra del roble en el Quad. Después del almuerzo, tenemos una clase más de proyecto, luego un Bloque 5 más corto - Bloque de Apoyo. Una vez a la semana voy a Apoyo de Biología para el Bloque 5, otro día asisto al Consejo Estudiantil y el resto de los días del Bloque 5 son clases adicionales de SDL (aprendizaje autodirigido) para mí. Después de la escuela, paso por la sala de mi profesor de inglés para el horario de atención y me ayudo a completar un punto de control. Me voy después de las 4:00. Ha sido un día largo, pero no tengo tarea, ya que he sido productivo y he recibido apoyo en la escuela.

ÚTILES ESCOLARES: Cada estudiante debe tener bolígrafos, lápices, un cuaderno, una carpeta y una botella de agua. Nuestra escuela seguirá ofreciendo desayuno y almuerzo gratuitos a todos los estudiantes y proporcionará una Chromebook y un cargador a cada nuevo estudiante.

CALENDARIOS Y HORARIOS

Horario diario : La escuela funciona de 8:30 a 3:30 todos los días.

Calendario para el 26-27: Nuestro calendario provisional incluye todas las vacaciones escolares y semanas de Expediciones. Fechas clave:

- 11 de agosto: Orientación para nuevos estudiantes
- 12 de agosto: Primer día de clases
- 23-27 de noviembre: Vacaciones de Acción de Gracias
- 21 de diciembre - 4 de enero: Vacaciones de invierno
- 15-19 de febrero: vacaciones de febrero
- 5-9 de abril: vacaciones de primavera
- 4 de junio: Último día de clases
- Calendario de Google de Summit Tahoma (o agréguelo a sus calendarios de Google): incluye todas las fechas de nuestro calendario anual, además de actividades escolares adicionales.

NUESTRO EQUIPO DE OFICINA PUEDE AYUDARLE:

- Inscripción, trámites y ausencias: Sra. Jackie, Sra. Jady y Sra. Pomares (tahomaoffice@summitps.org)
- Preguntas académicas: Sra. Maa , Decana de Cultura e Instrucción
- Adaptaciones de aprendizaje para estudiantes: Sr. Stewart , Director
- Expediciones: Sra. Alatorre , Decana de Expediciones
- Horario de oficina: 8:00 a 4:30
- Horario del campus: 7:30 a 5:00

EL MODELO SUMMIT

Nuestro enfoque, basado en la investigación, orienta todo lo que hacemos y nos ha ayudado a crear una experiencia educativa única: una que apoya al estudiante en su totalidad durante toda la jornada escolar. Preparamos a nuestros estudiantes con las habilidades, los conocimientos y los hábitos que necesitan para alcanzar una vida plena. La experiencia en el aula se centra en:

Mentoría

Sabemos que las relaciones sólidas con los profesores tienen un impacto positivo en los estudiantes. Los estudiantes se reúnen individualmente con un mentor dedicado que los conoce a fondo y los apoya para establecer y alcanzar sus metas. Dado que cada mentor acompaña al estudiante durante los cuatro años, los padres tienen un único punto de contacto para defender a su hijo y brindarle orientación para alcanzar sus metas personales.

Proyectos

En clase, los estudiantes aplican los conocimientos, habilidades y hábitos adquiridos en proyectos prácticos y desafiantes que los preparan para las tareas que les esperan después de graduarse, como la colaboración en equipo, la interpretación de datos y la presentación de argumentos convincentes. Todos los proyectos culminan con un producto final que los

estudiantes completan, desde simular debates históricos hasta presentar propuestas de cambio en las políticas escolares.

Autodirección
Con el apoyo del profesorado, los estudiantes reciben guía a través de un Ciclo de Aprendizaje Autodirigido para desarrollar habilidades invaluables que les permiten ir más allá de sus años escolares. Aprenden a establecer metas, seleccionar estrategias para alcanzarlas y reflexionar sobre su progreso. Con el tiempo, desarrollan la confianza para establecer metas de aprendizaje y tomar mejores decisiones sobre el estudio, la realización de proyectos y la presentación de exámenes.

Expediciones
Una experiencia única e inigualable en la Cumbre, además de nuestro riguroso currículo académico, los estudiantes participan en ocho semanas de asignaturas optativas inmersivas. Descubren y profundizan sus pasiones a través de cursos rigurosos, estudios independientes y experiencia práctica adquirida en prácticas profesionales. Las inscripciones para las expediciones comienzan en septiembre con nuestra Feria de Expediciones y el Catálogo de Expediciones, con tres rondas de expediciones de dos semanas cada una en octubre, enero y marzo.

Caminos de vida
Ayudamos a nuestros estudiantes a explorar sus intereses y a desarrollar su propósito, a la vez que los preparamos para la universidad u otras trayectorias postsecundarias: su "próximo paso concreto". Su mentor y su familia colaboran para apoyar a cada joven en este proceso.

CURSO DE ESTUDIO: Nuestros estudiantes cumplen y superan los requisitos de admisión a la universidad de UC/CSU AG, requisito para graduarse de Summit Tahoma. Consulte nuestra secuencia completa de cursos en nuestro sitio web. Los cursos AP (Colocación Avanzada) ofrecen la oportunidad de obtener créditos universitarios durante la preparatoria. Los estudiantes pueden avanzar de nivel en Matemáticas y Español, según corresponda.

Esperamos que los estudiantes cursen tres años de un segundo idioma . La mayoría de nuestros
estudiantes eligen nuestras clases de español, pero algunos optan por estudiar un segundo idioma por su cuenta, generalmente en un colegio comunitario. Consulte nuestra Política de Cursos de Idiomas Externos para obtener más información.

CALIFICACIÓN Y SEGUIMIENTO DEL PROGRESO

- **Centrado en el crecimiento:** las calificaciones reflejan el progreso de los estudiantes en el desarrollo de habilidades de pensamiento crítico y el dominio del contenido académico.
- **Cursos básicos (no matemáticas):**

    - 70% Habilidades Cognitivas: Se evalúa mediante proyectos utilizando la rúbrica de habilidades cognitivas en todas las asignaturas y grados. Solo la *puntuación más alta* del estudiante en cada habilidad cuenta para su calificación final.
    - 30% Conocimiento del contenido: medido a través de evaluaciones del área de enfoque (cuestionarios en línea).
        - Áreas de Enfoque: Representan contenido esencial; deben aprobarse todas para evitar una calificación de Incompleto. Contribuyen hasta el 21% de la calificación final.
            - Las Historias y Culturas Estadounidenses de 9.º grado solo tienen Áreas de Enfoque de Poder, que contribuyen al 30% de la calificación final.
        - Áreas de enfoque adicionales: Profundizar en la comprensión del contenido. Cada prueba aprobada suma un pequeño porcentaje (hasta un 9 % del total) a la calificación final.
- **Cursos de Matemáticas (Matemáticas I a Matemáticas III):**
    - Evaluaciones de fin de unidad del 90 %: se basan en la comprensión de conceptos matemáticos clave; los puntajes se promedian en cada evaluación de unidad.
    - Problemas de cartera del 10 %: problemas complejos de aplicación en el mundo real calificados en una escala de 0 a 2; los dos puntajes más bajos se descartan al realizar el promedio.
    - Cursos de Matemáticas AP: Las calificaciones se basan 100% en las evaluaciones de final de unidad.
    - Puede leer más en nuestro documento de Política de calificación de matemáticas .
- **Revisión y plazos:** En algunos casos, los profesores ofrecen oportunidades para que los estudiantes revisen su trabajo y mejoren su calificación. Los plazos claros y el ritmo de trabajo ayudan a los estudiantes a mantenerse al día.
- Puede leer información más detallada sobre la Política de calificación de Summit.

CANVAS: Usamos Canvas como nuestro sistema de gestión del aprendizaje, al igual que muchas universidades. Mentores y profesores guían a los estudiantes en el aprendizaje de Canvas para acceder a los materiales del curso, aprender y supervisar su progreso. Los padres pueden reunirse con sus hijos para revisar Canvas juntos o iniciar sesión con una cuenta de padres. Siga los pasos de estas diapositivas sobre cómo acceder a Canvas. Aquí tienes un ejemplo de boleta de calificaciones en Canvas:

Course Grade Overview

Course	Grade	Overall %	Projects Grade	PFAs Grade	AFAs Grade	Overdue Final Products	PFAs	AFAs
American Histories and Cultures	Off Track	88%	97.5%	66.67%		0	⚠ 2 of 12 (3 Expected)	
Biology	Off Track	78%	77.5%	100%	33.3%	1	2 of 6 (2 Expected)	1 of 9 (3 Expected)
English 9	B+	89%	96.67%	100%	0.0%	0	5 of 14 (5 Expected)	0 of 2 (1 Expected)
Math II	B-	82%	80%			0		
Spanish 1	A-	91%	100%	100%	0.0%	0	2 of 6 (2 Expected)	0 of 11 (1 Expected)

- En historias y culturas estadounidenses, este estudiante está fuera de curso. Tiene una calificación aprobatoria en Proyectos y no tiene trabajos finales atrasados. Sin embargo, necesita completar un PFA más.
- En Biología, este estudiante tiene un trabajo final atrasado.

MATRÍCULA DOBLE

Propósito: La matrícula dual permite a los estudiantes de preparatoria cursar cursos de nivel universitario (generalmente en un colegio comunitario local) mientras aún cursan la preparatoria. Estas clases pueden contabilizarse para obtener créditos tanto de preparatoria como de universidad.

Opciones: La inscripción doble se realiza en un colegio comunitario de California generalmente para cumplir con los requisitos de idioma extranjero cuando los estudiantes eligen un idioma distinto del español, para tomar un curso de interés o un curso avanzado que no se ofrece en Tahoma, o para
compensar un curso reprobado necesario para graduarse y para cumplir con los requisitos AG.

Proceso de aprobación: el estudiante debe conversar con el Decano de Cultura e Instrucción y obtener su aprobación previa, completar la documentación de inscripción a la universidad y presentar un formulario de inscripción simultánea firmado.

POLÍTICAS ESTUDIANTILES

Características fundamentales: Los valores de nuestra escuela se basan en las Características fundamentales de Summit, que se encuentran por encima de nuestro Quad: Compasión, Coraje, Curiosidad, Integridad, Respeto y Responsabilidad.

Política de teléfonos celulares: Los estudiantes deben guardar sus teléfonos en sus mochilas y en silencio durante el día escolar. Pueden usarlos durante una emergencia escolar o para el control de salud autorizado. Pueden usarlos durante el almuerzo. Los padres pueden llamar a la oficina si hay una emergencia y necesitan comunicarse con su hijo.

Asistencia a Clases: Se espera que los estudiantes asistan a cada clase durante todo el bloque de clases. Pueden ausentarse con permiso del profesor. Un estudiante que se ausente por un período prolongado podría ser considerado ausente.

Campus Cerrado: Tahoma es un campus cerrado. Los estudiantes no pueden salir durante el horario escolar sin el permiso de sus padres en la oficina. Los estudiantes no pueden ir a la Preparatoria Oak Grove durante el horario escolar. Si un estudiante necesita recoger algo de su auto, debe pedir permiso en la oficina y usar el timbre. Si un estudiante sale del campus sin permiso, llamaremos a sus padres.

Política de vestimenta **:** Tenemos una política de vestimenta estándar de escuela secundaria.

Entregas de comida: (Esta política se aplica a las entregas de comida basadas en aplicaciones, como DoorDash y Uber Eats, no a las entregas de familiares). Los estudiantes pueden recibir entregas de comida solo durante la hora del almuerzo. Tenga en cuenta nuestra política de teléfonos celulares y haga su pedido antes de las 8:30, no durante el tiempo de clase. **Ingrese nuestra dirección física para la entrega, 5520 Eagles Ln.** (Si ingresa nuestra dirección postal en Blossom Hill Rd., su conductor se perderá). Salga de la puerta del timbre para encontrarse con su conductor en el estacionamiento para estudiantes. Si tiene un problema (por ejemplo, el conductor está en otra ubicación en Oak Grove o su pedido se entregará tarde), hable con el administrador de turno del almuerzo (por ejemplo, el Sr. Stewart, que normalmente está en el Quad). Confiscaremos cualquier entrega de comida realizada fuera de la hora del almuerzo. Las entregas de comida son un privilegio, no un derecho.

RECURSOS PARA ESTUDIANTES Y FAMILIAS

Política de Asistencia; Se espera que los estudiantes lleguen puntualmente todos los días de clases y asistan a la jornada escolar completa. Los estudiantes y sus padres también son responsables de colaborar con los maestros y mentores para que los estudiantes se mantengan al día durante su ausencia. Las ausencias y tardanzas solo se justificarán por motivos de salud, emergencias familiares y motivos personales justificables. Para reportar una ausencia, llame al (408) 729-1981 o envíe un correo electrónico a tahomaoffice@summitps.org.

Política de Disciplina: Todos los miembros de la comunidad de Summit comparten la responsabilidad de fomentar y mantener la paz en las aulas, durante los momentos no estructurados y en todas las conversaciones. El plan de disciplina gradual de Summit está en marcha cuando la cultura que hemos construido se ve perjudicada y es necesario lograr la paz. Aplicamos consecuencias lógicas, centrándonos en la rendición de cuentas, la reparación del daño y la reintegración de los estudiantes a la comunidad. Empleamos prácticas restaurativas para abordar el apoyo conductual desde un marco de mantenimiento de relaciones y reconciliación.

Programa de Comidas : Ofrecemos comidas nutritivas a través de los Programas Nacionales de Almuerzos y Desayunos Escolares. Todos los estudiantes tienen acceso a desayuno y almuerzo, con comidas disponibles sin costo. Las comidas son preparadas por nuestro proveedor de confianza, Revolution Foods , y cumplen con los estándares de nutrición del USDA, con opciones vegetarianas diarias y adaptaciones dietéticas disponibles.

Formulario de inquietudes estudiantiles: Un ambiente respetuoso y responsable nos beneficia a todos. Puedes hablar con un adulto en el campus o reportar cualquier problema de seguridad a la oficina, incluyendo acoso, amenazas, vandalismo, consumo de sustancias o cualquier otra situación inapropiada. Protegeremos tu anonimato y, en la mayoría de los casos, hablaremos contigo sobre cómo podemos abordar tu problema. Uno de nuestros administradores escolares (Sr. Stewart, Sra. Maa, Sra. Alatorre o Sra. Pomares) te responderá

en un día escolar. Si se trata de un asunto urgente que surge durante un fin de semana o vacaciones, envía este formulario y también un correo electrónico a tahoma@summitps.org indicando que has enviado un Formulario de Preocupación Estudiantil.

Política tecnológica: Cada estudiante recibe una Chromebook escolar, un cargador, auriculares y acceso a recursos de aprendizaje en línea. Como personas que se preparan para el éxito universitario y en el futuro, confiamos en nuestros estudiantes para que administren sus propios dispositivos y tomen buenas decisiones al usar la tecnología de Summit. También hemos implementado restricciones de contenido apropiadas. Esperamos que nuestros estudiantes demuestren el máximo nivel de ciudadanía digital y cortesía en todo momento. Recomendamos encarecidamente a los padres que supervisen el uso de internet de sus hijos en casa y que participen en conversaciones sobre el uso apropiado de internet.

Responsabilidad y cargos por dispositivos : Los estudiantes son responsables de cuidar el equipo asignado. Si un estudiante pierde o rompe su Chromebook, cargador u otro equipo proporcionado, se le cobrará un cargo por reemplazo. Se proporcionará un folleto con la lista de cargos, cuyo enlace encontrará aquí. El pago debe realizarse en la oficina principal dentro de una semana después de la pérdida o daño. Una vez pagado el cargo, re-emplazaremos el equipo dañado o extraviado.

Para obtener la lista completa de recursos familiares, visite nuestro sitio web .

APOYO ACADÉMICO: Nuestro objetivo es preparar a todos los estudiantes para el éxito universitario. Por ello, nuestras clases son un poco más rigurosas que las de la preparatoria, pero también contamos con sistemas de apoyo adicionales. Ayudamos a nuestros estudiantes a aprender de forma autónoma, y nuestros mentores y profesores les brindan la orientación necesaria. Las clases son impartidas por profesores, con actividades de aprendizaje colaborativo e independiente.

Los educadores suelen pensar en las intervenciones de aprendizaje como tres niveles de apoyo:

Nivel 1: Apoyo Universal: Brindar instrucción y apoyo de alta calidad a todos los estudiantes en el entorno de educación general. Ejemplos: instrucción diferenciada, gestión positiva del aula, currículo atractivo y evaluación. Propósito: establecer una base sólida para el aprendizaje y prevenir dificultades académicas y de comportamiento. En Summit contamos con mentoría, bloques de clase más extensos y las herramientas de aprendizaje de la tecnología.

Nivel 2: Apoyo Específico. Brinda apoyo adicional y específico a los estudiantes que no progresan adecuadamente solo con los apoyos del Nivel 1. Ejemplos: intervenciones en grupos pequeños, actividades de desarrollo de habilidades específicas e intervenciones conductuales. Objetivo: abordar las deficiencias en habilidades específicas y evitar que los problemas académicos o conductuales se agraven. En Summit, contamos con Bloque 5: Apoyo, Horario

de Atención y clases para necesidades de aprendizaje específicas, como nuestra clase de Aprendizaje Multilingüe (ESL).

Nivel 3: Apoyo Intensivo: Ofrece intervenciones intensivas e individualizadas para estudiantes con dificultades académicas o conductuales persistentes, o con dificultades de aprendizaje. Ejemplos: instrucción altamente individualizada y apoyo de especialistas. Objetivo: Abordar las necesidades significativas de aprendizaje y conducta y promover el éxito estudiantil. En Summit contamos con planes de adaptación 504, un Centro de Aprendizaje y otros servicios de educación especial. Comuníquese con el Sr. Stewart para obtener más información.

Bloque 5 / Bloque de Enriquecimiento: Nuestro último bloque del día escolar (2:40-3:30) incluye una variedad de clases para apoyar las diversas necesidades de aprendizaje de los estudiantes. Estas incluyen clases de apoyo para cada materia, clases de preparación para exámenes AP, clases del Centro de Aprendizaje y algunas actividades como el Anuario y el Consejo Estudiantil. Los maestros reasignan las clases de apoyo en cada ronda de Expediciones según el progreso y las necesidades de los estudiantes.

Horario de atención de los profesores: 3:40-4:30 PM
Martes: Historia, Ciencias, Español, Producción de Video
Jueves: Inglés, Matemáticas

Cuando un estudiante se inscribe en Tahoma , podemos revisar cualquier necesidad especial de aprendizaje que tenga, discutir nuestro sistema escalonado de apoyos y colaborar en la planificación de los apoyos apropiados.

Para obtener información más detallada, consulte nuestro documento Tahoma Tiers of Intervention.

ACTIVIDADES EXTRACURRICULARES

Atletismo: ¡Haz nuevos amigos, desafíate y compite! Consulta nuestras diapositivas de Atletismo de Tahoma con información clave y fechas de la temporada. Se ofrecen exámenes físicos deportivos en el campus antes de las temporadas de otoño, invierno y primavera. Consulta nuestro correo electrónico familiar o nuestro calendario de Google.

Clubes: Nuestros clubes están dirigidos por estudiantes con un asesor académico. Nuestra feria anual de clubes se celebra en finales de agosto, donde los líderes pueden reclutar miembros y los estudiantes pueden inscribirse. La mayoría de los clubes se reúnen durante el almuerzo o después de clases. Puede ver la lista completa de clubes y sus horarios de reunión en nuestra Lista de Clubes: tinyurl.com/TahomaClubsSY26.

Consejo estudiantil: Nuestro consejo estudiantil está compuesto por funcionarios elegidos por los estudiantes y representantes de clase que colaboran para planificar eventos estudiantiles como semanas de espíritu, manifestaciones, bailes y nuestro espectáculo de talentos.

COMPROMISO FAMILIAR

El éxito en la preparatoria es una colaboración entre el estudiante, la escuela y la familia. **Esperamos que todos nuestros padres asistan a la Noche de Regreso a Clases, las Reuniones de PLP y nuestra Celebración del Aprendizaje.** Estos son solo tres eventos. ¡Tú puedes hacerlo por tu hijo/a!

Eventos familiares anuales:

- Día de embellecimiento de la escuela (un sábado a principios de agosto): ayuda con la jardinería, pintura, trabajos de murales, limpieza del campus y reparaciones.
- Fiesta de bienvenida para familias (viernes por la noche antes del inicio de clases): Bebidas y refrigerios, sesiones informativas. Para nuevos alumnos de 9.º grado y alumnos transferidos.
- Día de la Comunidad (segundo viernes de clases): Excursión a pie al Parque Cottle con nuestras Olimpiadas Anuales de Mentoría, actividades divertidas y una barbacoa. Padres voluntarios sirven un almuerzo a la parrilla.
- Noche de Regreso a Clases (finales de agosto): Para padres y tutores (los estudiantes deben quedarse en casa a menos que necesiten apoyar a sus padres en la escuela). Presentaciones de la administración y los maestros de cada grado. Luego, nos reuniremos en grupos de mentores para repasar el año escolar y nuestra plataforma de aprendizaje Canvas.
- Reuniones del PLP (finales de septiembre y marzo): Reuniones entre estudiantes, padres y mentores, centradas en el Plan de Aprendizaje Personalizado de su estudiante. Las programará con su mentor a principios de septiembre.
- Celebración del aprendizaje (primavera): Nuestra jornada de puertas abiertas en la escuela, cuando los alumnos muestran sus proyectos de Expediciones y clases principales.

PIVOT (Equipos de Padres Voluntarios Organizadores): Formado al inicio de nuestra escuela, PIVOT apoya eventos escolares como el Día de la Comunidad, organiza eventos de reconocimiento a los docentes y participa en conversaciones con el equipo directivo. Se reúne mensualmente en el campus a las 8:30 AM, bajo la dirección de la Sra. Pomares.

Foros comunitarios: presentaciones y conversaciones sobre asuntos escolares y gobernanza escolar, que se llevan a cabo trimestralmente en Zoom por las tardes, dirigidas por el Sr. Stewart.

Gastos y donaciones escolares: Somos una escuela pública y gratuita, pero también estamos limitados por la financiación estatal, y las contribuciones familiares hacen posible nuestra gama de actividades de aprendizaje para todos los estudiantes. Para las familias de bajos ingresos que no puedan contribuir, la escuela cubrirá el costo. Esto puede ayudarle a planificar con antelación:

- Campaña de recaudación de fondos de Tahoma: septiembre, diciembre y abril.

- Exámenes AP (se solicitan en noviembre): $99 por examen. Cada estudiante de 11º y 12º grado realiza al menos un examen.
- Examen PSAT (solicitado en septiembre): $18 por examen. Todos los estudiantes de 11º grado lo presentan.
- SAT (solicitado en febrero y septiembre): $68 por examen. Opcional para estudiantes de 11º y 12º grado, dependiendo de si desean incluirlo en sus solicitudes de ingreso a la universidad.
- Viajes de estudio universitarios (solicitados en marzo): Esto varía desde $50 para nuestros viajes de un día (9.º y 12.º grado) hasta $200 para nuestros viajes nocturnos (10º y 11º grado).
- Equipos de atletismo (solicitados antes de la temporada de otoño, invierno o primavera): una contribución de $200 nos ayuda a pagar los uniformes, la membresía de la liga y los árbitros de los juegos.
- Fiesta de graduación de jóvenes y adultos mayores (mayo): $80 (tentativo)
- Graduación (junio): $15/boleto (tentativo)

NUESTRO EQUIPO DE OFICINA PUEDE AYUDARLE:

- Inscripción, trámites y ausencias: Ms. Jackie, Ms. Jady y Ms. Pomares (tahomaoffice@summitps.org)
- Preguntas académicas: Ms. Maa, Decana de Cultura e Instrucción
- Adaptaciones de aprendizaje para estudiantes: Mr. Stewart, Director
- Expediciones: Ms. Alatorre, Decana de Expediciones
- Horario de oficina: 8:00 a 4:30
- Horario del campus: 7:30 a 5:00

Student and Staff Boundaries Policy

1. Purpose and Commitment

Summit Public Schools ("Summit") and each of its schools is committed to maintaining a safe, respectful, and professional learning environment in which all students are protected from abuse, grooming, harassment, exploitation, and boundary violations. All adults who work with or around students are expected to always maintain clear professional boundaries.

This Student and Staff Boundaries Policy (this "Policy") establishes expectations for professional boundaries and appropriate conduct between students and Specified Adults among and between students, and among and between adults who work (i.e., employed, under contract) or volunteer at Summit. This Policy is intended to prevent abuse, exploitation, harassment, and boundary blurring, and to support early recognition and reporting of concerning behavior. This Policy shall be updated, from time to time, by the Chief Executive Officer or their designee to align with best practices and applicable state and federal law.

2. Scope and Applicability

This Policy applies to all school-related contexts at Summit, including but not limited to:

- School buildings, grounds, classrooms, offices, fields, playgrounds, restrooms, and common areas.
- School-sponsored activities held on or off campus, such as Expeditions, athletics, clubs, performances, field trips, after-school programs, retreats, and travel.
- Transportation to and from school-sponsored activities, whether operated by Summit or a contracted service provider.
- Digital and virtual environments connected to Summit, including learning management systems, school email, messaging platforms, virtual meetings, and online classes.
- Off campus conduct when it involves students or school activities or affects student safety or the school environment.

All Specified Adults are subject to and must follow this Policy as a requirement of their role, appointment, or authorization to access students through employment, volunteer service, or contractual access to students and school facilities.

3. Key Terms and Definitions

Term	Definition
Boundary blurring	Behavior that may not be clearly abusive but that weakens professional boundaries, creates exclusive access, secrecy, dependency, or reasonably appears improper.
Boundary violation	Any behavior that goes beyond what is reasonable and necessary to perform professional duties, including conduct that is sexual, exploitive, harassing, coercive, involves inappropriate personal disclosure, or that gives the appearance of misconduct.
Parent/Guardian	A parent, guardian, or other adult with legal custody, or other individual authorized to make authorized educational decisions for the student under applicable law or court order, as named in the Charter School's records.
Corporal Punishment	Willful infliction of physical pain upon a child as a form of punishment or discipline.
Specified Adult	Any individual described in this policy having access and contact to students which includes employees, certificated and classified staff or the equivalent (i.e., instructional and non-instructional staff), administrators, governing body members (i.e., board members), volunteers, student teachers, interns, and contractors.
Electronic communication	Any communication using digital devices or platforms, including email, text messaging, direct messaging, group messaging applications, learning management systems, social media, chat functions, and video or audio calls.
Emotional Abuse	Conduct that reasonably causes harm to a child's psychological or intellectual functioning, which is exhibited by emotional damage such as severe anxiety, depression, withdrawal, or aggression. Emotional damage may be demonstrated by substantial and observable changes in behavior, emotional response, or learning, which are incompatible with the child's age or stage of development. Emotional Abuse includes the following conduct: shaming, humiliation, and cruelty.
Grooming	A pattern of conduct designed to gain a student's trust, desensitize the student to inappropriate behavior, create secrecy, and reduce the likelihood that misconduct will be recognized or reported.
Legitimate educational purpose	A purpose directly tied to instruction, supervision, safety, or a defined school activity that is appropriate in content, timing, and frequency and aligned with school policies and procedures.

Term	Definition
Neglect	Failure, refusal, or inability on the part of a Parent/Guardian, for reasons other than poverty, to provide necessary care, food, water, clothing, medical or dental care or shelter to seriously endanger the physical health of the child.
One-on-one interaction	Any interaction where a Specified Adult is alone with a student in person or in a private electronic space that is not observable or interruptible by others.
Physical Abuse	Physical injury inflicted on a child by other than accidental means. Physical injury includes, but is not limited to, lacerations, fractured bones, burns, internal injuries, severe or frequent bruising, or great bodily harm. Conduct qualifying as Physical Abuse may include, but is not limited to, hitting, spanking, shaking, slapping, unnecessary restraints, pushing, or other forceful physical contact.
Professional boundary	The appropriate interaction and relationships in a professional setting, ensuring conduct remains respectful, role-appropriate, and free from personal, social, or emotional involvement that could impair safety.
Student	An individual enrolled in or participating in an educational program or activity offered by Summit, regardless of age.
Sexual Abuse	A wide spectrum of interactions with a child including rape, certain physical assault, sexual battery, physical sexual contact, sexually explicit or offensive verbal communication, verbal sexual harassment, voyeurism, sexually oriented conversations, sexual intercourse or sexual touching of a student, sexual exploitation, exposing of genitalia, viewing of sexual activity, or permitting, allowing or encouraging a student to engage in prostitution.
Sexualized Behavior	Sexualized talk, gestures, or conduct between people, including unwanted sexual comments, sharing or requesting sexual images, exposing private body parts, or sexual touching.
Verbal Abuse	Language that is degrading or threatening, and includes verbal interactions such as name calling, insults, cursing, derogatory remarks, belittling, and shaming.

4. General Expectations for Professional Conduct

Specified Adults are expected to always maintain professional relationships with students. This includes treating students with dignity and respect, using age-appropriate language, and maintaining professional distance regardless of a student's behavior, family relationship, or community custom. Familiarity, informality, or a "like family" environment does not erase the obligation to function as a professional. Specified Adults are expected to avoid boundary blurring as defined in this policy and to seek guidance from the Executive Director when interactions begin to shift from professional to personal.

Specified Adults are expected to use transparent practices. Interactions with students should be observable or interruptible whenever reasonably possible, documented when appropriate, and structured to include Parent/Guardians or other adults when circumstances warrant. Specified Adults are expected to avoid situations that could reasonably be misinterpreted by students, Parent/Guardians, or other members of the school community.

Students are expected to treat peers and adults with respect, to maintain appropriate boundaries with peers and adults, and to avoid bullying, harassment, hazing, or other misconduct.

5. Adult- Student Professional Boundaries

5.1 General Rule

Specified Adults shall not engage in conduct with students that is sexual, romantic, exploitive, harassing, coercive, or excessively personal. Specified Adults shall not seek or encourage private, secret, or preferential relationships with students. Even when a student or Parent/Guardian invites a more informal relationship, the Specified Adult remains responsible for maintaining professional boundaries.

5.2 Examples of Acceptable and Unacceptable Conduct

5.2.1 Physical Contact

Acceptable Conduct	Unacceptable Conduct
Brief, context-appropriate gestures such as handshakes High-fives or fist bumps in public settings Side hugs Physical contact is necessary to prevent injury, assist with mobility, and/or assistance according to the student's IEP 504, written health plan With permission, physical guidance required for athletics, performing arts, or specialized instruction when done in a professional manner	Any sexual or romantic contact Kisses of any kind Lap-sitting*, back-rubs, massages*, tickling, or wrestling Prolonged or full-body hugs*, especially behind closed doors or with older students Sitting or lying close together on furniture in a way that appears intimate Any sexualized touching, groping or simulated sexual act Adult initiated hugs Touching bottom, chest, or genital areas***

* When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.
* * This does not apply to those students who need light physical touch or shoulder compressions for sensory issues, and as included in their behavior plans or IEPs. When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.
* * * This does not apply to charter school employees who are aiding students with self-care or toileting, as needed. When in doubt about whether a particular physical interaction is appropriate, consult with your supervisor.

5.2.2 Verbal and Written Communication

Acceptable Conduct	Unacceptable Conduct
Professional, age-appropriate language and content Feedback on academic performance or behavior Neutral, respectful tone in conversations, emails, and written notes Using respectful language and names for students Giving age-appropriate praise and encouragement Correcting behavior in a calm, firm, and respectful manner Brief supportive conversations about school, peer relations, or wellbeing that stay within the professional role	Flirtatious remarks, romantic comments, or sexual innuendo Personal remarks on a student's body, physical development, attractiveness, or clothing (e.g., “that outfit looks really good on you”) that are not strictly required for safety or dress code enforcement Sharing personal adult relationship problems, financial stress, or intimate details with students Using pet names, nicknames of endearment, or inside jokes that create special status Teasing or joking about a student's sexuality, gender, gender identity, or relationships Name-calling Discussing sexual encounters Involving students in the personal problems or issues of School Adults Having secrets with students or asking students to keep secrets from Parent/Guardians or staff Shaming, belittling, or using harsh, demeaning, or threatening language causing emotional abuse Derogatory remarks about the student’s family or associated personal relationships

5.2.3 Gifts, Money, and Favors

Acceptable Conduct	Unacceptable Conduct

Low-valued items within school policies and procedures provided to an entire class or clearly defined group Recognition items given under a school sponsored or classroom incentive system that is documented and applied consistently Emergency food, clothing, or supplies provided through a documented Summit process	Personal gifts or money given to individual students Frequent or expensive personal gifts to an individual student Cash, gift cards, or personal loans to students or their families Soliciting or accepting expensive gifts or favors from students or Parent/Guardians Offering special privileges, grades, playing time, or recommendations in exchange for affection, loyalty, or secrecy Gifts of an intimate, romantic, or inappropriate nature, including jewelry, clothing, or personal photos Frequent or special favors that single out a student for special treatment

5.2.4 One-on-One On-Campus Interactions

Acceptable Conduct	Unacceptable Conduct
Meeting with a student for academic help, counseling, or behavior support in a classroom, office, or other location that is observable or interruptible (for example, door open or window unobstructed) Brief one on one check ins when other adults are nearby and aware Scheduling meetings during regular school hours Documenting the purpose when appropriate Involving Parent/Guardians or designated support staff when serious concerns arise about a student's wellbeing or safety	Meeting alone with a student in a locked or concealed room (except in emergency circumstances (i.e., shelter in-place, lock-down, etc.) Repeated one on one meetings that are not documented, scheduled, or known to site leadership Isolating a student in remote or locked areas such as closets, storage rooms, or vehicles Meeting at a residence, restaurant, or other non-school setting without prior approval from the Executive Director Any meeting that a reasonable person would view as secretive, intimate, or unnecessary for a legitimate educational purpose

5.2.5 One-on-One Interactions in Virtual Programming

Acceptable Conduct	Unacceptable Conduct
Using school approved and secured video platforms for instruction, counseling, and student support with privacy settings Scheduled 1:1 virtual session in advance, recording them in a shared calendar, and sharing the access link to a supervisor or designee or according to your policies and procedures Document 1:1 virtual session to include pertinent information (i.e., date and time, purpose, case notes, etc.) and share with your supervisor Invite a Parent/Guardian or supervisor to join the virtual session when feasible and appropriate, especially for younger students or sensitive topics Ensure that supervisory staff periodically observe virtual programming, including unannounced visits according to Summit procedures Explain boundaries, reporting options, and virtual programming rules to students and Parent/Guardians in age-appropriate ways Follow all expectations in the policy for physical contact, verbal interactions, and electronic communications during virtual sessions	Holding 1:1 virtual session that are not scheduled, documented, or known to Summit leadership or others Using personal accounts, personal devices, or platforms that are not approved by Summit to communicate with students in virtual sessions Conducting virtual sessions late at night or from locations or settings that are professionally inappropriate (i.e., bed,, bathrooms or shower areas) Leaving chat, camera, or audio functions in a state that prevents monitoring, including disabling required recording or intentionally using private breakout rooms that are not supervised or observed by an additional adult or supervisor Having personal, romantic, or sexual conversations with students or sharing personal problems in ways that shift the focus away from the student Continuing 1:1 virtual contact with a student after the student leaves Summit programs unless the contact is approved, time limited, and documented as part of a formal transition plan or school procedure

5.2.6 Transportation and Off-Campus Contact

Acceptable Conduct	Unacceptable Conduct

Using school-approved and arranged transportation for trips, events, or competitions with appropriate permission forms Maintaining appropriate supervision ratios and itineraries for off-campus events Participating in school-sponsored events off-campus as part of assigned duties Following established procedures for sign-in, sign-out, and head counts Documenting destination, times, and passenger lists for school related transportation	Transporting a student alone in a personal vehicle except when in accordance with the school's transportation policies and procedures, in a documented emergency, followed by prompt notice to administration and Parent/Guardians Providing regular rides to or from home, practices, or events as a personal favor Inviting students to a Specified Adult's residence Staying overnight with students other than an approved field trip (e.g. studyt trip, college tour, or camping program) with prior approval from the Executive Director Visiting a student's home without prior authorization from the Executive Director and Parent/Guardian knowledge Sitting next to or positioning a student in a way that creates unnecessary physical closeness or privacy Providing transportation in a personal vehicle without prior authorization and written Parent/Guardian consent

5.2.7 Social Contact On-Campus and Off-Campus

Acceptable Conduct	Unacceptable Conduct
Participating and interacting with students at Summit school-sponsored activities, performances, and athletic events in a professional manner Ensuring interactions at events are in the public setting	"Dating" or romantic or social relationships with students Socializing with students as peers or "friends" at restaurants, movies, parties, or other venues not sponsored by the school Hosting or attending parties where students are present and alcohol or controlled substances are served Using community roles (such as coaching in another league or serving in a faith-based program) to create private or exclusive

	relationships with students that would not be acceptable in the school setting

5.2.8 Use of Personal Residence and Private Spaces

Acceptable Conduct	Unacceptable Conduct
Not using personal residences for student contact Participating in school-approved homestay or hosting programs only under separate policies with screening, consent, and supervision safeguards	Inviting students to the Specified Adult's home for meals, tutoring, or socializing Entering a student's bedroom, private living spaces, or hotel room except in an emergency Sharing hotel rooms with students under any circumstance

5.2.9 Privacy, Personal Information, and Media

Acceptable Conduct	Unacceptable Conduct
Respecting students' privacy in restrooms and locker rooms Using staff-designated facilities when available Limiting questions about a student's personal life to what is necessary for safety or support Using school-approved devices and systems to capture or store student information, photographs, or video for school purposes	Taking photos or videos of students for personal use or storing them on personal devices without authorization Posting images, names, or identifying information about students on personal social media accounts Discussing confidential student information in public or through personal email, devices, or applications Encouraging students to share intimate personal information that is not necessary for safety or support

6. Corporal Punishment

Summit prohibits corporal punishment. Specified Adults shall not use physical force to discipline students, including hitting, spanking, slapping, grabbing, pushing, shoving, kicking, or forcing a student to perform painful or excessive physical activity as a form of punishment, or otherwise causing physical pain.

This policy does not prevent using the minimum force that is reasonable and necessary allowable by policies and procedures to assist a student who is injured or in medical distress or using physical prompts or support that are part of an approved behavior support plan, Individualized Education Plan (IEP), 504 plan, health plan, or safety plan. Specified Adults shall

follow applicable behavior restraint policies and procedures and shall immediately document any incident where significant physical force is used and concurrently notify school leadership.

7. Personal Care and Assistance

At Summit, some students require assistance with personal care, toileting, dressing, lifting, feeding, or medical procedures. When providing personal care, Specified Adults shall follow the student's IEP, 504 plan, health plan, or other written support plans.

Personal care shall protect the student's privacy and dignity to the greatest extent consistent with safety and supervision, shall use the minimum physical contact necessary, and shall remain task focused and brief. When reasonably feasible, personal care shall occur in locations designed for that purpose and in conditions that are observable by another adult, such as an open door, a viewing window, or two adults present.

Any unusual incident, injury, or concern that arises during personal care shall be reported promptly to Executive Director or their designee and to the student's Parent/Guardian. Specified Adults shall receive appropriate training before providing personal care and assistance.

8. High-Risk Settings and Activities

Professional boundaries among students apply across all Summit school programs and activities. Certain settings carry elevated risk for boundary violations and student misconduct, including restrooms, locker rooms, showers, changing areas, secluded hallways, transportation, field trips, extracurricular activities, transitions between classes, free time, and overnight events.

General Supervision

Staff shall actively supervise high-risk settings according to Summit procedures. At a minimum, authorized employees must:

- Supervise restrooms, locker rooms, and changing areas from outside the immediate area
- Avoid being alone with a student in these spaces
- Interrupt horseplay, bullying, or sexualized behavior
- Schedule and structure student use of restrooms and changing areas to promote privacy and safety when feasible

Playgrounds and Unstructured Areas

Supervision zones shall have unobstructed sight lines and staff shall conduct regular roster checks for student presence.

Transportation

All transportation shall comply with Summit procedures, including written parent/guardian permission, trip rosters, seating and supervision plans, and restrictions on unscheduled stops and use of personal vehicles.

Off-Site and Overnight Activities

Activities must be approved by the Executive Director (and the Board of Directors if required) and comply with applicable Expeditions and Field Trip policies. Written supervision plans are required. Sleeping arrangements must be separate for students and adults, and separate by gender, unless an individualized approved plan specifies otherwise.

9. Student-Student Boundaries and Safe Peer Interaction

Summit expects students to treat one another with respect and to maintain appropriate boundaries in physical, verbal, and electronic interactions.

Summit shall promote healthy peer relationships and protect students from peer abuse and harassment in all programs and activities. Students are prohibited from conduct that includes, but not limited to bullying in any form, harassment, intimidation, hate-motivated behavior, sexual harassment or misconduct, unwanted physical contact, hazing, or cyberbullying.

Staff are expected to intervene when safe to do so and to report incidents or patterns of misconduct using Summit's complaint, Title IX, and discipline procedures.

10. Adult-Adult Professional Boundaries and Culture

Adults who work at or with Summit shall conduct themselves in accordance with all polices and procedures outlined in the Summit Employee handbook, manual, or guidelines issued by the school site or human resources regarding professional conduct, including, treating one another with respect, refraining from harassment, discrimination, bullying, and retaliation, and avoid personal relationships that create conflicts of interest in supervision, evaluation, or decision-making related to students.

11. Pre-Existing Relationships and Small Community Contexts

Staff may have pre-existing relationships with students or families — including family ties, long-standing friendships, or shared participation in faith, recreational, or cultural communities. These relationships do not remove the obligation to maintain professional boundaries when acting in any school role.

Staff with such relationships shall notify their supervisor or the Executive Director and work with school leadership to manage potential conflicts of interest. This may include adjusting assignments, avoiding one-on-one situations inconsistent with this policy, documenting any necessary transportation or support, involving additional adults when feasible, and recusing from discipline, grading, or other decisions where the relationship could affect judgment.

When community customs involve shared rides, informal childcare, or social gatherings, staff must keep those interactions visible and transparent, avoid secrecy, and decline involvement when the risk cannot be appropriately managed.

12. Electronic Communication and Social Media Boundaries

12.1 Expectations

Electronic communication is a routine part of modern education, but private electronic spaces can quickly blur boundaries. Electronic communication between Specified Adults and students is expected to be limited, professional, and primarily conducted through school-approved platforms.

Electronic communication with students shall:

- Serve a legitimate educational or program-related purpose.
- Use Summit-approved systems and software.
- Abide by all Summit-policies and procedures governing the use of electronic devices, software, artificial intelligence tools, networks, and electronic communications.
- Be professional in tone, content, and frequency.
- Involve Parent/Guardians or additional adults when appropriate, particularly for sustained one-on-one communication or sensitive issues.

Specified Adults shall not use electronic communication to create or maintain secret, intimate, or informal relationships with students.

12.2 Summary of Acceptable and Unacceptable Electronic Conduct

Category	Acceptable Conduct	Unacceptable Conduct
School email and learning platforms	Using Summit email and approved platforms for school business Including Parent/Guardians or another staff member where appropriate and necessary Keeping messages brief, professional, and related to assignments, schedules, or school activities	Using personal email accounts for extended one on one conversations with students Deleting or altering messages to hide communication with students Sharing personal photos, jokes, or non-school content that blurs professional roles
Text and messaging applications	Sending group reminders to students and Parent/Guardians using school approved systems Texting about urgent logistical or emergency issues necessary with	Private one on one texting with students that is not school related Using applications with disappearing messages communicate with students

Category	Acceptable Conduct	Unacceptable Conduct
	a Parent/Guardian or supervisor included when feasible	Late night or frequent informal texting that creates personal familiarity or dependence
Social media	Using official Summit social media pages or groups to share school approved information Communicating in open group forums that are visible to families and leadership	Connecting with students or former students who are still minors on personal accounts, including friending or following Commenting on or reacting to students' personal posts in a way that creates or implies a private relationship Posting images or video of students on personal accounts or in unapproved platforms or forums
Audio and video calls and virtual platforms	Using school approved video platforms for instruction and support with privacy settings configured for safety Conducting virtual meetings at during school hours of operations or approved scheduling and in observable or documented formats	Audio or video calls with students that occur late at night or from personal locations that are not appropriate for professional or school-related interactions (i.e. on bed, bedroom, bathroom or shower areas, etc.) Virtual meetings without notice to Parent/Guardians when notice is feasible Using private accounts to conceal identity, which are not known to Summit for virtual contact with students on virtual platforms

12.3 Grade-Band Limits on Electronic Contact

Executive Director or their designee may adopt administrative procedures that vary limits on electronic contact by grade level, provided they remain consistent with this policy and applicable law. The following baseline is recommended:

Grades 6 - 8				
1:1 Messaging with students	**Parent/Guardian Involvement**	**Texting and Personal Phone Use**	**Social Media and DMs***	**Time Boundaries**

1:1 messaging is limited and used only for school purposes through Summit approved platforms Ongoing threads are avoided	Parent/Guardians are informed about non-academic topics Parent/Guardians are informed about sustained individual communication	Not routine and used only in emergency circumstances Followed by documentation and a summary in a school platform	Prohibited	Staff avoid communication before 7:00 a.m. or after 7:00 p.m. unless necessary for safety or logistics and documented

Grades 9 - 12				
1:1 Messaging with students	**Parent/Guardian Involvement**	**Texting and Personal Phone Use**	**Social Media and DMs***	**Time Boundaries**
1:1 messaging is limited, school-related, and conducted through school platforms Staff redirects persistent personal conversations to appropriate boundaries and supports	Parent/Guardians are notified when safety, mental health, or non-academic issues arise Parent/Guardians are informed about sustained individual communication	Limited to occasional logistics when school platforms are unavailable or in emergency circumstances Followed by prompt documentation in school systems	Prohibited	Staff avoid communication before 7:00 a.m. or after 7:00 p.m. unless necessary for safety or logistics and documented Late-night texting or social chatting with students is prohibited

12.4 Photos, Video, and Virtual Environments

Staff may capture or use student images and recordings only for legitimate school purposes, consistent with Summit's media release and privacy practices.

Virtual meetings with individual students shall be scheduled, documented, and conducted on approved platforms. Staff shall avoid conducting meetings from personal spaces that suggest intimacy — such as beds or private bedrooms — and should use neutral or virtual backgrounds when feasible.

The table below summarizes acceptable and unacceptable practices for photos, video, and virtual environment:

Acceptable Conduct	Unacceptable Conduct
● Using Summit-approved devices, platforms, and applications to capture or store student images, audio, or video for instructional, supervisory, or documentation purposes ● Confirming media permissions or release status before publicly displaying or publishing student images or recordings ● Limiting recordings to what is reasonably necessary for the school-related purpose ● Framing images and recordings to minimize unnecessary exposure of other students, classrooms, or personal information ● Scheduling virtual meetings with students using approved platforms and documenting the date, time, and general purpose ● Using neutral, school-appropriate, or virtual backgrounds during virtual meetings ● Positioning devices so that other individuals in the staff member's household are not visible or able to overhear confidential discussions	● Using personal devices, accounts, or cloud storage to capture or retain student images, recordings, or virtual sessions for personal use ● Posting student images, names, or identifying information on personal social media accounts or non-approved websites ● Recording students in private settings such as restrooms, locker rooms, or changing areas, except as required by safety plans and with appropriate safeguards ● Capturing or sharing images or recordings that could reasonably be perceived as embarrassing, harassing, or exploitative ● Conducting virtual meetings from intimate personal spaces, such as beds or private bedrooms, or in attire that would not be acceptable in the school setting ● Allowing other household members or third parties to observe or overhear confidential student conversations without appropriate consent or necessity

13. Reporting Obligations and Response

All adults at Summit are expected to take concerns about boundaries seriously. Any student, Parent/Guardian, staff member, volunteer, or contractor who becomes aware of suspected boundary violations, grooming behavior, sexual or physical misconduct, or retaliation related to such concerns should report in accordance with the school's policies and procedures.

Reports may be made to:

- The Executive Director or their designee.
- Human Resources or the designated Compliance Officer; or
- The Title IX Coordinator for sex-based harassment or misconduct.

All mandated reporters must comply with state law regarding the reporting of suspected child abuse or neglect. This duty is personal and cannot be delegated. A report to a supervisor does not replace the obligation to file a mandated report with the appropriate agency.

More information on mandated reporting obligations can be found at: Office of Child Abuse Prevention (OCAP)

Summit will protect confidentiality to the extent permitted by law and operational needs and will not tolerate retaliation against any person who, in good faith, raises a concern or participates in an investigation. The school may implement interim safety measures, such as changes in supervision, reassignments, or limitations on contact, while concerns are reviewed.

Alleged violations of this policy will be reviewed promptly and, when applicable, coordinated with Title IX procedures, child abuse investigations by external agencies, student discipline processes, and employment or contractor investigations.

14. Enforcement and Consequences

Violations of this policy undermine the safety and integrity of Summit. The Executive Director, Chief Executive Officer, or Director of Human Resources or designee thereof may take appropriate corrective or disciplinary action when a violation is substantiated, consistent with applicable law, collective bargaining agreements, contracts, and organizational policies.

Consequences may include verbal or written warnings, required training or coaching, reassignment or restriction of duties, removal from volunteer service, termination of employment, termination of contracts or campus access, and referral to law enforcement, child welfare, or licensing or credentialing agencies when warranted.

14.1 Employee, Volunteer, Contractor Misconduct:

Any mistreatment or abuse of a student by an employee, contractor, or volunteer will result in immediate disciplinary action, up to and including termination of employment, contract, or volunteer service.

Summit will fully cooperate with law enforcement and child protective services in the investigation and resolution of such incidents.

14.2 Student-to-Student Misconduct:

Summit will not tolerate abuse, mistreatment, bullying, or sexual misconduct between students. Any conduct that endangers the safety or well-being of another student will prompt intervention and may result in disciplinary measures, up to and including dismissal from the program.

Nothing in this policy limits Summit's authority to act more promptly or restrictively when necessary to protect students, staff, or the school community.

15. Related Policies and Cross References

This policy shall be implemented in coordination with, and does not replace, other Summit policies and procedures, may including but not limited to:

- Charter School Employee Handbook
- Child abuse and neglect reporting procedures.
- Title IX and sex-based harassment policies and grievance procedures.
- Bullying and harassment prevention policies and complaint procedures.
- Student discipline policies and codes of conduct.
- Technology and acceptable use policies, including records retention and privacy.
- Volunteer and visitor management procedures.
- Field trips, athletics, transportation, and student supervision protocols.

Administrative regulations may be developed or updated by Summit to provide additional operational details consistent with this policy.

Appendix A - Acknowledgment Template

I acknowledge that I have received, read, and understand the Professional Boundaries and Appropriate Conduct Policy for Summit. I understand that I am responsible for complying with this policy and for seeking guidance from my Executive Director if I have questions.

Signature:	
Full Name:	
Position:	
School Site / Department:	
Date:	

Appendix

E

Grades 6–12 Course Summaries

This version includes only **English, mathematics, history, science, Spanish, visual art, photography, and drama**. The “standards” column identifies the **primary standards or framework emphasized in the opening unit**, not every standard assessed throughout the course.

The English 6–10 examples reflect the current SY27 pacing maps: **EL Education in grades 6–8 and Odell Education in grades 9–10**. Art 1 and Art 2 have common SY27 blueprints; Photography and Drama do not currently appear as network-wide blueprints, so those entries are framed as recommended site-developed models.

English Language Arts

Course	Course summary	Example first project or unit	Key skills	Primary standards/framework
English 6 — EL Education	Students build middle-school reading, writing, speaking, and listening skills through knowledge-rich modules featuring complex literary and informational texts.	**Greek Mythology: The Lightning Thief.** Students build background knowledge of Greek mythology and analyze how Rick Riordan adapts traditional myths in a modern novel.	Citing and explaining evidence; determining theme; analyzing character and plot development; point of view; vocabulary in context; evidence-based discussion.	CCSS **RL.6.1–4, RL.6.6, RI.6.1–2, SL.6.1, L.6.4–5, W.6.9**.

English 7 — EL Education	Students deepen their analysis of literature and nonfiction while researching questions, evaluating perspectives, and developing increasingly sophisticated evidence-based writing.	**The Lost Children of Sudan: A Long Walk to Water.** Students examine displacement, survival, and how authors develop intersecting stories and perspectives.	Theme and central idea; character development; point of view; summarizing; selecting and explaining evidence; academic discussion.	CCSS **RL.7.1–3, RL.7.6, RI.7.1–2, W.7.9, SL.7.1, L.7.4**.
English 8 — EL Education	Students prepare for high-school literacy through sustained analysis, comparison of perspectives and sources, research, and extended argument and explanation.	**Folklore of Latin America: Summer of the Mariposas.** Students analyze how the novel draws on folklore and the hero's journey to develop characters and themes.	Theme; character development; point of view; figurative language; comparing a modern text with traditional stories; evidence-based discussion and writing.	CCSS **RL.8.1–4, RL.8.6, RI.8.1–2, W.8.9, SL.8.1, L.8.4–5**.

English 9 — Odell Education	Students establish high-school literacy foundations through close reading, knowledge-building, discussion, and analytical and argumentative writing.	**Who Changes the World?** Students study historical and contemporary change agents and investigate how individuals, ideas, and movements influence society.	Central idea; author's purpose; rhetoric; source credibility; forming claims; selecting and explaining evidence; synthesizing sources.	CCSS **RI.9–10.1–2, RI.9–10.4–6, RI.9–10.8–9, W.9–10.1–2, W.9–10.7–9, SL.9–10.1**.
English 10 — Odell Education	Students analyze complex texts and arguments and develop sustained, well-organized explanations and claims grounded in research and evidence.	**How Do We Determine the Right Thing to Do?** Students study ethical frameworks and apply them to texts, cases, and contemporary dilemmas.	Analyzing ideas and arguments; comparing ethical perspectives; forming claims; selecting evidence; explanatory and argumentative writing; collaborative discussion.	CCSS **RI.9–10.1–4, RI.9–10.8–9, W.9–10.1–2, W.9–10.4–5, W.9–10.9, SL.9–10.1**.
AP English Language and Composition	Students study how writers use evidence, reasoning, organization, and rhetorical choices to communicate ideas and influence audiences.	**The American Dream: Yesterday and Today.** Students examine literary and nonfiction portrayals of opportunity, work, class, and success and develop an evidence-based argument.	Rhetorical situation; claims and evidence; line of reasoning; source synthesis; evaluating credibility; purposeful organization and style.	AP English Language CED: **Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style**; CCSS **RI.11–12.1, RI.11–12.6, W.11–12.1, W.11–12.7–9**.

AP English Literature and Composition	Students closely analyze fiction, drama, and poetry and construct sophisticated interpretations supported by precise textual evidence.	**Opening literary study: Homegoing.** Students examine how interconnected narratives, setting, structure, and characterization develop ideas about history, identity, and inheritance.	Close reading; characterization; setting; structure; narration; figurative language; literary argument; integrating quotations.	AP Literature CED: **Character, Setting, Structure, Narration, Figurative Language, Literary Argument**; CCSS **RL.11–12.1–6, W.11–12.9**.

The SY27 English pacing materials organize each course around texts, knowledge-building, standards, and recurring literacy skills; the instructional-materials tracker identifies grades 6–10 as Common Core courses and grades 11–12 as AP-aligned.

Mathematics

All mathematics courses emphasize conceptual understanding, procedural fluency, mathematical modeling, productive struggle, and explaining reasoning. The Standards for Mathematical Practice—especially making sense of problems, modeling, constructing arguments, using tools strategically, and attending to precision—run across the sequence.

Course	Course summary	First unit	Key skills	Primary standards/framework
Math 6	Students develop understanding of ratios, number operations, expressions, equations, geometry, and statistics through Illustrative Mathematics.	**Area and Surface Area.** Students decompose and rearrange figures, reason about area, and use nets to determine the surface area of three-dimensional objects.	Spatial reasoning; decomposing and composing figures; using formulas; representing reasoning with diagrams and expressions.	CCSS **6.G.A.1, 6.G.A.4**; SMP **1, 2, 3, 4, 6, 7**.

Math 7	Students investigate proportional relationships, rational-number operations, equations, geometry, probability, and sampling.	**Scale Drawings.** Students use scale factors to create and interpret drawings and determine actual lengths, areas, and dimensions.	Proportional reasoning; scale factor; unit conversion; modeling; explaining how quantities correspond.	CCSS **7.G.A.1, 7.RP.A.2**; SMP **1, 2, 3, 4, 6**.
Math 8	Students connect algebraic, geometric, numerical, and graphical reasoning in preparation for high-school mathematics.	**Rigid Transformations and Congruence.** Students describe translations, rotations, and reflections and use transformations to reason about congruence.	Coordinate reasoning; transformations; geometric argument; precision; connecting visual and symbolic representations.	CCSS **8.G.A.1–3, 8.G.A.5**; SMP **3, 5, 6, 7**.
Math I	This integrated course introduces high-school algebra, functions, geometry, and statistics.	**One-Variable Statistics.** Students represent distributions, examine shape, center, and variability, and compare data from different groups.	Selecting displays; calculating and interpreting measures; comparing distributions; using context to make claims from data.	CCSS **HSS-ID.A.1–4**; SMP **2, 3, 4, 5, 6**.

Math II	Students extend their understanding of functions and geometry through quadratics, similarity, trigonometry, and coordinate reasoning.	**Introduction to Quadratic Functions.** Students identify quadratic relationships in tables, graphs, equations, and contexts and analyze how their features change.	Recognizing patterns; interpreting function features; connecting representations; modeling; transformations of functions.	CCSS **HSF-IF.B.4, HSF-IF.C.7a, HSF-BF.B.3, HSA-SSE.A.1–2**.
Math III / Precalculus	Students investigate advanced functions, polynomial relationships, trigonometry, statistics, and mathematical modeling.	**Sequences and Functions.** Students represent arithmetic and geometric sequences recursively and explicitly and connect sequences to functions.	Generalizing patterns; recursive and explicit rules; function notation; comparing growth; mathematical justification.	CCSS **HSF-IF.A.3, HSF-BF.A.1–2, HSA-SSE.B.4**.
Modeling and Statistical Reasoning	Students use mathematics and statistics to examine authentic problems, evaluate models, quantify uncertainty, and support decisions.	**Imprecision.** Students investigate measurement, estimation, assumptions, and how uncertainty affects conclusions and decisions.	Quantifying uncertainty; estimation; evaluating assumptions; constructing and critiquing models; communicating limitations.	CCSS **Modeling Standards** and **HSS-ID/HSS-IC**; SMP **1–6**.

AP Statistics	Students complete a college-level introduction to data collection, probability, statistical inference, and communicating conclusions.	**Univariate Data.** Students construct and interpret graphical displays and describe distributions using shape, center, spread, and unusual features.	Choosing displays and statistics; comparing distributions; using technology; interpreting results in context; statistical argumentation.	AP Statistics Unit 1: **Exploring One-Variable Data**; skills in selecting methods, data analysis, probability, and statistical argumentation.
AP Calculus AB	Students study change and accumulation through limits, derivatives, integrals, differential equations, and applications.	**A Beginning Look at Calculus.** Students examine functions, average and instantaneous rates of change, and connections among graphical, numerical, verbal, and analytical representations.	Translating representations; reasoning about change; estimating; interpreting rates; justifying mathematical conclusions.	AP Calculus Big Ideas: **Change, Limits, Analysis of Functions**; Mathematical Practices **1–6**.

The current base map places Scale Drawings first in Math 7 and Rigid Transformations and Congruence first in Math 8; Summit's math maps intentionally prioritize standards and adjust the full IM sequence to the available instructional calendar.

History and Social Studies

History courses use projects and inquiries to develop content knowledge alongside historical analysis, source evaluation, evidence-based writing, and discussion. Summit's history projects are aligned to state standards and the **C3 Inquiry Arc**: developing questions, applying disciplinary concepts, evaluating sources and evidence, and communicating conclusions or taking informed action.

Course	Course summary	Example first project or unit	Key skills	Primary standards/framework

History 6: Ancient Civilizations	Students examine early societies through themes such as agriculture, belief systems, government, social organization, trade, and the construction of history.	**History Without Writing.** Students investigate how artifacts, images, oral histories, and traditions help historians understand societies without written records. They create an inquiry argument, group poster, and personal-artifact presentation.	Asking historical questions; analyzing artifacts; argumentative claim; selecting evidence; identifying patterns; oral presentation.	C3 **D1, D2.His, D3.1–3, D4.1–4**; state grade-6 ancient-civilization standards; CCSS **RH.6–8.1–2, RH.6–8.7**.
History 7: Medieval History	Students compare how societies across Afroeurasia and the Americas experienced trade, cultural exchange, religion, political power, conquest, and environmental challenges.	**The Silk Road and Globalization.** Students investigate whether globalization has caused more benefit or harm, write an argument containing a claim and counterclaim, and hypothesize how globalization affects their own lives.	Argumentative claim and counterclaim; evidence; inquiry; identifying patterns; comparing historical and contemporary systems.	C3 **D1.1–5, D2.His.1–5, D3.1–4, D4.1–4**; CCSS **RH.6–8.1, RH.6–8.6, WHST.6–8.1**.

History 8: United States History	Students investigate the development of the United States, its institutions and ideals, and the experiences of communities that have contested or expanded those ideals.	**Indigenous Societies and European Contact.** Students examine evidence about societies before colonization and analyze how contact, settlement, exchange, and conflict changed different communities.	Contextualization; point of view; cause and effect; comparing accounts; claim, evidence, and explanation.	State U.S. history standards; C3 **D2.His and D3**; CCSS **RH.6–8.1–2, RH.6–8.6, WHST.6–8.1–2**.
World Studies / World Studies I	Students investigate the forces that created the modern world, including changing ideas, revolution, capitalism, industrialization, imperialism, and nationalism.	**Thinkers: When Do Ideas Change Society?** Students examine the Reformation, Enlightenment, capitalism, and influential thinkers, then create an evidence-based recommendation to a contemporary thinker or movement.	Comparing thinkers; analyzing historical context; argumentative claim; evidence; synthesizing sources; applying historical ideas to the present.	C3 **D2.His.1–4, D3.1–4, D4.1–4**; CCSS **RH.9–10.1–2, RH.9–10.6, WHST.9–10.1 and 7–9**.

World Studies II	Students examine twentieth-century and contemporary global issues, including conflict, decolonization, political and economic systems, human rights, and globalization.	**Global Conflict and the Postwar World.** Students use primary and secondary sources to investigate how global conflict reshaped nations, borders, institutions, and individual lives.	Cause and consequence; comparison; contextualizing sources; perspective; synthesis; evidence-based seminar and writing.	State modern-world-history standards; C3 **D2.His, D2.Civ, D3, D4**; CCSS **RH.9–10.1–6, WHST.9–10.1–2**.
AP United States History	Students complete a college-level study of U.S. history while developing AP historical reasoning and document-based writing.	**Native American and European Contact Essay.** Students examine Indigenous societies and the effects of European contact and write an in-class historical essay.	Contextualization; explanatory thesis; evidence; sourcing; point of view and purpose; synthesis.	APUSH Practices: **Developments and Processes, Sourcing and Situation, Claims and Evidence, Contextualization, Making Connections, Argumentation**.
AP U.S. Government and Politics	Students examine constitutional foundations, political institutions, civil rights and liberties, political behavior, and policymaking.	**Foundations of American Democracy.** Students analyze foundational documents and competing views of government, representation, federalism, and individual rights.	Document analysis; constitutional reasoning; comparison; interpreting data; argumentation; applying principles to cases.	AP Government Unit 1; Big Ideas **Constitutionalism, Liberty and Order, Civic Participation, Competing Policymaking Interests**.

Washington State History	Students investigate Washington's geography, Tribal Nations, migration, government, economy, and social and environmental change.	**Place, Land, and Indigenous Nations.** Students examine how geography and the histories and sovereignty of Tribal Nations shape Washington's past and present.	Map and source analysis; historical perspective; sovereignty; cause and effect; evidence-based explanation.	Washington State Social Studies Standards; **Since Time Immemorial** connections; C3 Inquiry Arc.
American Histories and Cultures	Students examine American history through the experiences, contributions, and perspectives of communities whose stories have often been marginalized.	**Whose Stories Shape American History?** Students compare dominant narratives with primary sources and counternarratives and construct an interpretation of how identity and power shape historical memory.	Source credibility; perspective; counternarrative; contextualization; synthesis; evidence-based argument.	State ethnic-studies/U.S.-history standards; C3 **D2.His, D2.Civ, D3, D4**; CCSS **RH.9–10 or RH.11–12**.

The grade-6 project is explicitly designed to open the year and includes both a group product and a personal-artifact presentation. The "Thinkers" project and the APUSH contact essay are documented as the opening projects in their respective course overviews.

Science

Science courses use OpenSciEd's phenomena-based model. Students begin with a puzzling event, generate questions, develop and revise models, conduct investigations, analyze evidence, and use scientific and engineering practices to explain phenomena or design

solutions. Summit's current high-school sequence is Biology, Chemistry, Physics, followed by AP Environmental Science.

Course	Course summary	First project or unit	Key skills	Primary standards/framework
Science 6	Students investigate energy, weather and climate, Earth processes, and living systems through observable phenomena.	**Light and Energy:** "Why do we sometimes see different things when looking at the same object?"	Developing and using models; planning investigations; analyzing light interactions; constructing explanations; scientific discussion.	NGSS **MS-PS4-1–2**; SEPs **Modeling, Investigation, Explanation**; CCCs **Cause and Effect, Structure and Function**.
Science 7	Students investigate matter, chemical reactions, metabolism, photosynthesis , and ecosystem dynamics.	**Chemical Reactions and Matter:** "How can we make something new that was not there before?"	Modeling atoms and molecules; identifying evidence of chemical reactions; conserving matter; analyzing data; arguing from evidence.	NGSS **MS-PS1-1, MS-PS1-2, MS-PS1-5**; CCCs **Energy and Matter, Patterns**.
Science 8	Students investigate forces, motion, genetics, natural selection, and common ancestry.	**Contact Forces:** "Why do things sometimes get damaged when they hit each other?"	Force and motion modeling; analyzing collision data; identifying cause-and-effe ct relationships; constructing explanations; evaluating designs.	NGSS **MS-PS2-1–2** and engineering-design expectations; CCCs **Cause and Effect, Systems and System Models**.

Biology	Students investigate living systems from organisms and ecosystems to heredity and evolution while integrating Earth-system science.	**OpenSciEd B.1: Ecosystem Interactions and Dynamics — Serengeti.** Students investigate how ecosystems work and how understanding interactions can help people protect them.	Mathematical and computational thinking; ecological modeling; analyzing population data; supporting claims; evaluating ecosystem interventions.	NGSS life-science expectations in **ecosystem interactions, carrying capacity, stability, and human impacts**; SEPs **Modeling, Mathematics, Argument from Evidence**.
Chemistry	Students use particle-level models to explain matter, chemical reactions, energy transfer, materials, and related Earth-system phenomena.	**OpenSciEd C.1: Polar Ice.** Students investigate how energy moves through Earth systems and consider how to protect vulnerable coastal communities.	Energy-flow modeling; interpreting temperature and phase-change data; particle-level explanation; evaluating solutions; connecting chemistry and Earth systems.	NGSS **HS-PS3-1** and related energy, matter, and Earth-system expectations; SEPs **Modeling, Data Analysis, Design**.

Physics	Students use mathematical and conceptual models to investigate energy, forces, motion, waves, and Earth and space systems.	**OpenSciEd P.1: Energy Flow from Earth's Systems.** Students trace energy through connected systems and use models to explain and predict changes.	System modeling; energy representations; mathematical reasoning; analyzing data; constructing explanations and predictions.	NGSS **HS-PS3-1** and related energy-system expectations; SEPs **Mathematics, Modeling, Explanation**.
AP Environmental Science	Students study relationships among natural systems and human societies through laboratory work, field investigation, data analysis, and environmental decision-making.	**Sustainability.** Students investigate biodiversity loss and evaluate how ecological, economic, and social factors affect whether human systems can be sustained.	Systems thinking; interpreting environmental data; constructing evidence-based explanations; evaluating tradeoffs; proposing solutions.	APES Units **1–2: Ecosystems and Biodiversity**; Science Practices **Concept Explanation, Visual Representations, Data Analysis, Environmental Solutions**.

The middle-school base identifies Light and Energy, Chemical Reactions and Matter, and Contact Forces as the opening units and names the anchoring phenomenon for each. OpenSciEd's high-school materials describe an intentionally connected three-course NGSS sequence rather than isolated collections of topics.

Spanish

Spanish courses use a proficiency-based rubric adapted from ACTFL and assess **interpretive reading and listening, interpersonal communication, presentational speaking and writing, vocabulary, comprehensibility, and language control**.

Course	Course summary	First project	Key skills	Primary standards/framework
Spanish 1	Students develop foundational proficiency for communicating about familiar people, places, interests, and daily experiences.	**¡Hola!** Students introduce themselves, exchange personal information, interpret short texts, and create written and spoken introductions. The language focus is formal versus informal address.	Greetings and introductions; asking and answering questions; vocabulary; comprehensibility; novice-level reading and listening; presentational speaking and writing.	ACTFL World-Readiness Standards: **Communication 1.1–1.3, Cultures 2.1–2.2, Comparisons 4.1**; Novice proficiency targets.
Spanish 2	Students communicate across a broader range of daily-life contexts and develop greater control of connected sentences and present and past time frames.	**La rutina diaria.** Students describe and compare routines and communicate about when, how, and why people complete daily activities.	Reflexive verbs; sequencing; interpersonal questioning; interpretive comprehension; organized speaking and writing.	ACTFL **Interpretive, Interpersonal, and Presentational Communication**; Novice High–Intermediate Low targets.

Spanish 3	Students develop greater fluency through authentic texts, sustained conversation, presentations, and narration across time frames.	**Mi verano.** Students narrate and describe summer experiences using past-tense language and create a written and spoken account for an audience.	Past-tense narration; sequencing events; detail and elaboration; comprehensibility; audience awareness; interpersonal follow-up.	ACTFL Communication Standards and Intermediate proficiency descriptors, particularly narration in past time frames.
AP Spanish Language and Culture	Students develop college-level interpretive, interpersonal, and presentational communication around global and cultural themes.	**Las identidades personales y públicas.** Students examine how language, culture, family, community, and experience shape public and private identity.	Synthesizing authentic sources; formal and informal registers; cultural comparison; persuasive writing; conversation; oral presentation.	AP Spanish Theme **Personal and Public Identities**; Modes of Communication **Interpretive, Interpersonal, Presentational**.

Visual Art, Photography, and Drama

Network visual-art offerings

Course	Course summary	Example first project or unit	Key skills	Primary standards/framework

Introduction to Visual Art / Art 1	Students explore drawing, painting, design, mixed media, and introductory animation while learning how artists communicate ideas.	**Elements of Art and Visual Storytelling.** Students maintain a visual journal and create an artwork that deliberately uses line, shape, value, color, texture, form, and space to communicate an idea or aspect of identity.	Observation; composition; material exploration; visual communication; craftsmanship; critique and revision; documenting artistic process.	National Core Arts Standards **VA:Cr1–3, VA:Pr4–6, VA:Re7–9, VA:Cn10–11**.
Art 2 / Advanced Art and Animation	Students undertake more complex studio and digital projects and develop a stronger, more independent artistic voice.	**Developing an Artistic Point of View.** Students analyze artists' approaches, generate a personal inquiry, produce a small series, and revise it through critique.	Concept development; experimentation; intentional use of media; sustained investigation; critique; revision; curating and presenting a body of work.	National Core Arts Standards at the proficient or accomplished level: **VA:Cr1–3, VA:Pr4–6, VA:Re7–9, VA:Cn10–11**.

Art and Design	Students apply visual communication and design-thinking processes to authentic artistic and design challenges.	**Design for a Real Audience.** Students identify a communication need and develop research, sketches, prototypes, feedback cycles, and a finished visual solution.	Empathy and research; ideation; composition; typography and image; prototyping; critique; communicating design decisions.	National Core Arts Standards plus design-process expectations in **Creating, Presenting, Responding, and Connecting**.

Art 1 and Art 2 currently map to the **Beginning Art and Animation** and **Advanced Art and Animation** SY27 blueprints; Art and Design and Advanced Art are listed as courses without a common blueprint.

Site-developed Photography and Drama models

These two courses do **not** appear as common network blueprints in the current SY27 production mapping. The following language provides a strong standards-aligned model, but the first project should be adjusted to match each site's actual syllabus.

Course	Course summary	Suggested first project or unit	Key skills	Primary standards/framework

Photography	Students learn to use photography as a technical, artistic, and documentary medium while examining how images shape stories, identity, and public understanding.	**Learning to See: Composition and Light.** Students create a photographic series using framing, perspective, contrast, light, and point of view to communicate a place, person, or idea.	Camera operation; exposure and focus; composition; light; visual storytelling; ethical image-making; editing; critique and artist statements.	National Core Arts Standards for Visual and Media Arts: **MA:Cr1–3, MA:Pr4–6, MA:Re7–9, MA:Cn10–11**.
Drama / Theatre	Students develop acting, ensemble, playmaking, interpretation, and performance skills while using theatre to explore human experience and social questions.	**Building an Ensemble: Voice, Movement, and Character.** Students establish ensemble norms, experiment with improvisation, and devise and perform a short scene based on a shared theme or conflict.	Collaboration; improvisation; vocal and physical expression; character objectives; blocking; script or scene development; rehearsal; reflection and critique.	National Core Arts Standards for Theatre: **TH:Cr1–3, TH:Pr4–6, TH:Re7–9, TH:Cn10–11**.

English Base Curriculum

School Year

High school and middle school English Grades 6-10
The English curriculum is built using the Common Core Standards.

High School English Grades 11 and 12
The English curriculum in grades 11 and 12 is aligned to AP Course standards.

Here is some helpful information in understanding this spreadsheet and how to acquire the necessary texts and materials:

1) Please note the "Main or Supplemental Text" and "How to Access" columns. These are intended to highlight which texts are essential to a project and must be acquired by the school.

2) Certain projects can be used with **multiple texts or just one text**. These are designated with a note under the project title. Teachers can choose to use both or just one of the texts, but Summit has curated activities and resources for both texts.

3) The curriculum contains a number of **poems, articles, or short stories** that schools must acquire. Many of these resources are available and easily accessible for free online. We recommend **exploring what resources may be available online before making any purchases.**

4) It is important to note that some texts within the Base Curriculum deal with **sensitive topics and/or contain mature content**. We have selected these texts with the expectation that teachers review ALL texts prior to assigning materials to students in order to determine the best fit for their student populations.

5) Any projects still **under construction where the materials are subject to revision** are denoted with a disclaimer.

If any revisions are made to the materials listed in this tracker, they will be recorded in the Updates tab and the row within the course specific tabs will be highlighted in yellow.

*Please note that the English Base Curriculum **contains more projects per course than schools should teach in one school year**. Teachers and school leaders must consider which projects best fit their classrooms and should not order texts or materials until they have made those decisions. To help with the project selection process, we have provided a short description of all the projects new to the English Base Curriculum in the school year on the New Project Descriptions tab. You can find descriptions of the pre-existing English projects in the Base Curriculum.

For questions or clarifications, reach out to **info@summitps.org**

Estimated Course Materials Budget: $1072/class set of 30 books; $35.75/student

*This costs is for implementation of 4 projects with texts that need to be acquired by the school. There are a total of 6 projects in the course, but only 5 projects are intended for implementation. Teachers or school leaders choose 5 of the 6 projects, based on text, skills, and content preferences.

Projects	Text	Author	ISBN/Reference	Type of Text	Main or Supplemental Text	How to Access	Availability on bookshare.org	Alternative Text	Notes
Stories and Storyboards with *Holes*	***Holes***	Louis Sachar	9780307798367	novel	main	must be acquired by school	Yes, with membership		
	"The Bremen Town Musicians"	The Brothers Grimm		story	supplemental	accessible through the platform			
Stories and Storyboards with *Wonder*	***Wonder***	R. J. Palacio	9780375899881	novel	main	must be acquired by school	Yes, with membership		
	"The Bremen Town Musicians"	The Brothers Grimm		story	supplemental	accessible through the platform			
Exploring Poetry	**"Mother to Son"**	Langston Hughes		poem	main	accessible through the platform			
	"Point of View"	Shel Silverstein		poem	main	accessible through the platform			
	"Purple"	Nikki Grimes		poem	main	accessible through the platform			
	"Summertime Sharing"	Nikki Grimes		poem	main	accessible through the platform			
	"Zuri at Bat"	Nikki Grimes		poem	main	accessible through the platform			
	"Speak Up"	Janet S. Wong		poem	main	accessible through the platform			
	"Oranges"	Gary Soto		poem	main	accessible through the platform			
	"On Turning Ten"	Billy Collins		poem	main	accessible through the platform			
	"Where I'm From"	George Ella Lyon		poem	main	accessible through the platform			
	"Think Different"	Apple, Rob Siltanen		poem	main	accessible through the platform			
	"Dreams"	Langston Hughes		poem	main	accessible through the platform			
	"The Road Not Taken"	Robert Frost		poem	main	accessible through the platform			
	"Abuelito Who"	Sandra Cisneros		poem	main	accessible through the platform			
	"Naming Myself"	Barbara Kingsolver		poem	main	accessible through the platform			
	"Books"	Billy Collins		poem	main	accessible through the platform			
	"My Puppy Punched Me In The Eye"	Kenn Nesbitt		poem	supplemental	accessible through the platform			
	"Sick"	Shel Silverstein		poem	supplemental	accessible through the platform			
	"The Rose that Grew from Concrete"	Tupac Shakur		poem	supplemental	accessible through the platform			
	"Snow"	David Berman		poem	supplemental	accessible through the platform			
	"Your World"	Georgia Douglas Johnson		poem	supplemental	accessible through the platform			
Memoir of a Student	***I am Malala* (Young Readers**	Malala Yousafzai	9780316327947	novel	main	must be acquired by school	Yes, with membership		
	I am Malala	Malala Yousafzai	9780297870913	novel	main	must be acquired by school	Yes, with membership		9780297870913, 9780316322416
Living the Good Life	**"The Happiness Machine" (Radio Adaptation)**	Ray Bradbury		story	main	accessible through the platform			
	"The Birthday Box"	Jane Yolen		story	main	accessible through the platform			
	"Shells"	Cynthia Rylant		story	main	accessible through the platform			
	"Chapter 1" of Four Miles to Pinecone	Jon Hassler		story	main	accessible through the platform			
	"The Fun They Had"	Isaac Asimov		story	main	accessible through the platform			
	"Growing Up"	Gary Soto		story	main	accessible through the platform			
	"The Veldt"	Ray Bradbury		story	main	accessible through the platform			
	"The Prettiest"	Cynthia Rylant		story	main	accessible through the platform			
	"The Gift of the Magi"	O. Henry		story	main	accessible through the platform			
Bully-Free Project	***You have the option to use George -AND/OR- Ghost as the main text(s) of this project.***								
	George	Alex Gino	9788416588060	novel	main	must be acquired by school	Yes, with membership		
	Ghost	Jason Reynolds	9781481450171	novel	main	must be acquired by school	Yes, with membership		

Estimated Course Materials Budget: $1260/class set of 30 books; $42/student

*This cost is for implementation of 5 projects with texts that need to be acquired by the school. There are a total of 6 projects in the course, but only 5 projects are intended for implementation. Teachers or school leaders choose 5 of the 6 projects, based on text, skills, and content preferences

Projects	Text	Author	ISBN/Reference	Type of Text	Main or Supplemental Text	How to Access	Availability on bookshare.org	Alternative Text	Notes
Cultural Narratives with *The House on Mango Street*	***The House on Mango Street***	Sandra Cisneros	9780345807199	novel	main	must be acquired by school	Yes, with membership		
Cultural Narratives with *Flying Lessons*	***Flying Lessons & Other Stories***	Various, Edited by Ellen Oh	9781101934616	anthology of short stories	main	must be acquired by school	Yes, with membership		
Outsiders on Trial	***The Outsiders***	S.E. Hinton	9780440967699	novel	main	must be acquired by school	Yes, with membership		9780440967699, 9781101642610
From Story to Screen	***The Hobbit***	J.R.R. Tolkien	9780618002214	novel	main	must be acquired by school	Yes, with membership		9780618002214, 9780345339683, 9780547951966, 9780544115552, 9780547951973
	The Hobbit: Unexpected Journey (2012)	Peter Jackson		film	main	must be acquired by school	No results found 1/5/20		
	The Hunger Games	Suzanne Collins	9780439023528	novel	main	must be acquired by school	Yes, with membership		
	The Hunger Games (2011)	Gary Ross		film	main	must be acquired by school	No results found 1/5/20		
	The Giver	Lois Lowry	9780547946962	novel	main	must be acquired by school	Yes, with membership		
	The Giver (2014)	Phillip Noyce		film	main	must be acquired by school	No results found 1/5/20		
	"The Little Match Girl" in Walt Disney Short Film Collection	Walt Disney Corporation		film	main	must be acquired by school	No results found 1/5/20		
	Excerpt from "The Little Match Girl"	Hans Christian Andersen		short story	main	accessible through the platform			
The True Story of Anne Frank	***The Diary of Anne Frank***	dramatized by Frances Goodrich and Albert Hackett		play	main	must be acquired by school	No results found 1/5/20		
	Clips from *The Boy in the Striped Pajamas* (2008)	Mark Herman		film	supplemental	accessible through the platform			
Justices and Injustices	**Various articles in Checkpoint 3's Sources for Research resource**	Various authors		online articles	main	accessible through the platform			
	"Queen Liliuokalani's Letter of Protest to McKinley"	Queen Liliuokalani		letter	main	accessible through the platform			
Rhythm and Flow	***The Crossover***	Kwame Alexander	9781328001597	novel	main	must be acquired by school	Yes, with membership	*Out of the Dust by Karen Hesse*	For more options, see this resource.

Estimated Course Materials Budget: $1560/class set of 30 books; $52/student

*This cost is for implementation of 5 projects with texts that need to be acquired by the school. There are a total of 7 projects in the course, but 5-6 projects are intended for implementation. Teachers or school leaders choose 5 or 6 of the 7 projects, based on text, skills, and content preferences.

Projects	Text	Author	Type of Text	ISBN/Reference	Main or Supplemental Text	How to Access	Availability on bookshare.org	Alternative Text	Notes
Superheroes and Stereotypes	*You have the option to use American Born Chinese **-AND/OR-** Ms. Marvel: No Normal as the main text(s) of this project.*								
	American Born Chinese	Gene Luen Yang	graphic novel		main	must be acquired by the school	No results found 1/5/20		
	Ms. Marvel: No Normal	G. Willow Wilson, Art by Adrian Alphona	comic book		main	must be acquired by the school	No results found 1/5/20		
Unsolved Mystery with *Serial*	***Serial***	hosted by Sarah Koenig	podcast		main	accessible through the platform		The Curious Incident of the Dog in Nighttime by Mark Haddon	
								And Then There were None by Agatha Christie	
								Murder is Bad Manners by Robin Stevens	
								Guys Read: Thriller by Jon Scieszka	
Unsolved Mystery with *The Westing Game*	***The Westing Game***	Ellen Raskin	novel	9780593204504	main	must be acquired by the school	Yes, with membership	*The Curious Incident of the Dog in Nighttime by Mark Haddon*	9780593204504, 9781101157459
								And Then There were None by Agatha Christie	
								Murder is Bad Manners by Robin Stevens	
								Guys Read: Thriller by Jon Scieszka	
Poetry Slam	**"Still I Rise"**	Maya Angelou	poem		main	accessible through the platform			
	"What Teachers Make"	Taylor Mali	poem		main	accessible through the platform			
	"3 Ways to Speak English"	Jamila Lyiscott	poem		main	accessible through the platform			
	"Touchscreen"	Marshall Davis Jones	poem		main	accessible through the platform			
	"If I Should Have a Daughter"	Sarah Kay	poem		main	accessible through the platform			
	"Somewhere in America"	Belissa Escobedo, Rhiannon McGavin, and Zariya Allen	poem		main	accessible through the platform			
	"To This Day"	Shane Kozycan	poem		main	accessible through the platform			
	"Where I'm From"	George Ella Lyon	poem		supplemental	accessible through the platform			
	"Hanging Fire"	Audre Lorde	poem		supplemental	accessible through the platform			
	"Poet Breathe Now"	Adam Gottlieb	poem		supplemental	accessible through the platform			
	"P.O.W."	Alicia Keys	poem		supplemental	accessible through the platform			
	"Waiting for Someone"	Lamar Jordan	poem		supplemental	accessible through the platform			
	"Hands"	Sarah Kay	poem		supplemental	accessible through the platform			
	"'Hope' Is the Thing With Feathers"	Emily Dickinson	poem		supplemental	accessible through the platform			
	"Like Lilly Like Wilson"	Taylor Mali	poem		supplemental	accessible through the platform			
	"OCD"	Neil Hilborn	poem		supplemental	accessible through the platform			
Dream On: Imaginative Narratives	*You have the option to use The Golden Compass **-AND/OR-** The House of the Scorpion as the main text(s) of this project.*								
	The Golden Compass: His Dark Materials	Philip Pullman	novel	9780440418603	main	must be acquired by school	Yes, with membership		
	The House of the Scorpion	Nancy Farmer	novel	9781439106556	main	must be acquired by school	Yes, with membership		
	"A Sound of Thunder"	Ray Bradbury	diobook (recommend	9780062242075	supplemental	must be acquired by school	Yes, with membership		
	"The Veldt"	Ray Bradbury	diobook (recommend	9780895989666	supplemental	must be acquired by school	Yes, with membership		
	*You have the option to use Fences **-AND/OR-** Zoot Suit **-AND/OR-** The Crucible **-AND/OR-** A Doll's House as the main text(s) of this project.*								

Estimated Course Materials Budget: $1560/class set of 30 books; $52/student

*This cost is for implementation of 5 projects with texts that need to be acquired by the school. There are a total of 7 projects in the course, but 5-6 projects are intended for implementation. Teachers or school leaders choose 5 or 6 of the 7 projects, based on text, skills, and content preferences.

Projects	Text	Author	Type of Text	ISBN/Reference	Main or Supplemental Text	How to Access	Availability on bookshare.org	Alternative Text	Notes
Critical Lenses	***Fences***	August Wilson	play	9780452264014	main	must be acquired by school	Yes, with membership		
	Zoot Suit	Luis Valdez	play		main	must be acquired by school	No results found 1/5/20		
	The Crucible	Arthur Miller	play	9781101665008	main	must be acquired by school	Yes, with membership		
	A Doll's House	Henrik Ibsen	play	9781625589101	main	must be acquired by school	Available with Bookshare Membership		9781772754278, 9781988120881, 9781772751635, 9781625589101, 9781559368506
	Various advertisements depicting gender in Checkpoint 2's Gender in Advertisements resource		advertisements		main	accessible through the platform			Please review all advertisements within the document before assigning this resource to students.
	"The Story of an Hour"	Kate Chopin	story		supplemental	accessible through the platform		"I Stand Here Ironing" by Tillie Olsen (audiobook recommended)	
								The Children's Hour by Lillian Hellman	
								I, Claudia by Kristen Thomson	
								All My Sons by Arthur Miller	
	Various clips from Disney films		film clip		supplemental	accessible through the platform			
This I Believe	***Tuesdays with Morrie***	Mitch Albom	novel	9780307414090	main	must be acquired by school	Yes, with membership		

Estimated Course Materials Budget: $75/student

Projects	Text	Author	Type of Text	ISBN/Reference	Main or Supplemental Text	How to Access	Availability on bookshare.org	Alternative Text	Notes
What Would _____ Do?	***Dear Martin***	Nic Stone	novel	9781471175572	main	must be acquired by school	Yes, with membership	Selections from *Letters of Note: An Eclectic Collection of Correspondence Deserving of a Wider Audience* compiled by Shaun Usher	9781471175572, 9781101939512
Defining Self	**"Fish Cheeks"**	Amy Tan	creative nonfiction article		main	must be acquired by school	No results found 1/4/20		
	"Becoming a Writer"	Junot Diaz	creative nonfiction article		main	must be acquired by school	No results found 1/4/20		
	"Eleven"	Sandra Cisneros	short story		main	must be acquired by school	No results found 1/4/20		
	"The Bike"	Gary Soto	short story		main	must be acquired by school	No results found 1/4/20		
	"Superman and Me"	Sherman Alexie	short story		main	must be acquired by school	No results found 1/4/20		
	"The Struggle to Be an All-American Girl"	Elizabeth Wong	creative nonfiction article		main	must be acquired by school	No results found 1/4/20		
	"My Name is Margaret"	Maya Angelou	creative nonfiction article		main	must be acquired by school	No results found 1/4/20		
	"How it Feels to be Colored Me"	Zora Neale Hurston	creative nonfiction article		main	must be acquired by school	No results found 1/4/20		
	"Night Walker"	Brent Staples	creative nonfiction article		main	must be acquired by school	No results found 1/4/20		
	"By Any Other Name"	Santha Rama Rau	creative nonfiction article		main	must be acquired by school	No results found 1/4/20		
	"We Wear the Mask"	Paul Laurence Dunbar	poem		supplemental	accessible through the platform			
	NOTE: Many of the fiction stories from this project can be found in The Bedford Introduction to Literature: Reading, Thinking, Writing. 10th edition, edited by Michael Meyer. *Another suggested anthology is* Crafting the Very Short Story: An Anthology of 100 Masterpieces by Mark Mills, Prentice Hall.								
	"How to Tell a True War Story"	Tim O'Brien	short story		main	must be acquired by school	No results found 1/4/20		
	"Soldier's Home"	Ernest Hemingway	short story		main	must be acquired by school	No results found 1/4/20		
	"War"	Luigi Pirandello	short story		main	must be acquired by school	No results found 1/4/20		
	"Job History"	Annie Proulx	short story		main	must be acquired by school	No results found 1/4/20		
	"That Room"	Tobias Wolff	short story		main	must be acquired by school	No results found 1/4/20		
	"Geese"	Z.Z. Packer	short story		main	must be acquired by school	No results found 1/4/20		
	"Popular Mechanics"	Raymond Carver	short story		main	must be acquired by school	No results found 1/4/20		
	"The Paring Knife"	Michael Oppenheimer	short story		main	must be acquired by school	No results found 1/4/20		
	"The Hand"	Colette	short story		main	must be acquired by school	No results found 1/4/20		
	"The Story of an Hour"	Kate Chopin	short story	9781773910802	main	must be acquired by school	Freely Available		
	"Battle Royal"	Ralph Ellison	short story		main	must be acquired by school	No results found 1/4/20		
	"Indian Education"	Sherman Alexie	short story		main	must be acquired by school	No results found 1/4/20		
	"Three Girls"	Joyce Carol Oates	short story		main	must be acquired by school	No results found 1/4/20		
	"Boys"	Rick Moody	short story		main	must be acquired by school	No results found 1/4/20		
	"Saving Sourdi"	May-Lee Cha	short story		main	must be acquired by school	No results found 1/4/20		
	"A Good Man is Hard to Find"	Flannery O'Connor	short story	9781551999357	main	must be acquired by school	Yes, with membership		9781551999357, 97
	"Missing Women"	June Spence	short story	9781101663950	main	must be acquired by school	Yes, with membership		
	"Killings"	Andre Dubus	short story		main	must be acquired by school	No results found 1/4/20		
	"Until Gwen"	Dennis Lehane	short story		main	must be acquired by school	No results found 1/4/20		
	"The Return"	Saadat Hasan Manto	short story		main	must be acquired by school	No results found 1/4/20		
	"An Episode of War"	Stephen Crane	short story	9780061915352	main	must be acquired by school	Yes, with membership		
	"The Gift of the Magi"	O. Henry	short story	9781625582553	main	must be acquired by school	Yes, with membership		
	"Swaddling Clothes"	Yukio Mishima	short story		main	must be acquired by school	No results found 1/4/20		
	"The Kid's Guide to Divorce"	Lorrie Moore	short story		main	must be acquired by school	No results found 1/4/20		
	"Happy Endings"	Margaret Atwood	short story		main	must be acquired by school	No results found 1/4/20		
	"The Sock"	Lydia Davis	short story		main	must be acquired by school	No results found 1/4/20		
	"Jazz, Jive, and Jam"	Langston Hughes	short story		main	must be acquired by school	No results found 1/4/20		
	"Symphony"	Pam Houston	short story		main	must be acquired by school	No results found 1/4/20		
	"Girl"	Jamaica Kincaid	short story		main	must be acquired by school	No results found 1/4/20		
	"Heading into Darkness Once Again"	Richard Rodriguez	nonfiction essay		main	accessible through the platform			
	"The Necessary Enemy"	Katherine Anne Porter	nonfiction essay		main	must be acquired by school	No results found 1/4/20		From *One Hundred Great Essays*
	"Being A Man"	Paul Theroux	nonfiction essay		main	accessible through the platform			

Estimated Course Materials Budget: $75/student

Projects	Text	Author	Type of Text	ISBN/Reference	Main or Supplemental Text	How to Access	Availability on bookshare.org	Alternative Text	Notes
Fact or Fiction: A Textual Analysis Project	**"About Men"**	Gretel Ehrlich	nonfiction essay		main	must be acquired by school	No results found 1/4/20		anthology; 5th edition, edited by Robert Diyani
	"A Woman's Beauty: Put-Down or Power Source?'	Susan Sontag	nonfiction article		main	must be acquired by school	No results found 1/4/20		
	"Ain't I A Woman?"	Sojourner Truth	nonfiction speech		main	must be acquired by school	No results found 1/4/20		
	"How it Feels to be Colored Me"	Zora Neale Hurston	nonfiction essays		main	must be acquired by school	No results found 1/4/20		Can be found in both anthologies.
	"On Compassion"	Barbara Lazear Ascher	nonfiction essay		main	must be acquired by school	No results found 1/4/20		*anthology*, 4th
	"Serving in Florida"	Barbara Ehrenreich	nonfiction text excerpt		main	must be acquired by school	No results found 1/4/20		edition, edited
	"This is unbelievable: Man Exonerated for LA Murder Walks Free After 32 Years - and is Not Bitter)	Associated Press	nonfiction article		main	must be acquired by school	No results found 1/4/20		online link: The Telegraph, UK
	"144 Years of Marriage and Divorce in the United States, In One Chart"	Ana Swanson	nonfiction article		main	must be acquired by school	No results found 1/4/20		Washington Post article
	"Turkeys in the Kitchen"	Dave Barry	nonfiction article		main	must be acquired by school	No results found 1/4/20		
	"Just Walk on By: Black Men and Public Space"	Brent Staples	nonfiction essay		main	accessible through the platform			also online video
	"If Black English Idn't a Language, Then Tell Me What Is"	James Baldwin	nonfiction article		main	accessible through the platform			also available online - NYT Archives
	"The Singer Solution of World Poverty"	Peter Singer	nonfiction article		main	accessible through the platform			also available online - NYT
	"5 Facts About Crime in the U.S."	John Gramlich	nonfiction article		main	accessible through the platform			online link: Pew Research Center
	"The Grisley, All-American Appeal of Serial Killers"	Julie Beck	nonfiction article		main	accessible through the platform			online link: The Atlantic
	"Mental Health Consequences of War: A Brief Review of Research Findings"	R. Srinivasa Murthy and F	nonfiction article		main	accessible through the platform			NCBI article
	"War Affects Children in Unforeseen Ways"	Ashley Fantz	nonfiction article		main	accessible through the platform			CNN article
	"War's Long-Term Effects"	Brought to Life, a Scienc	nonfiction article		main	accessible through the platform			article
	"Your Brain on Poverty: Why Poor People Seem to Make Bad Decisions"	Derek Thompson	nonfiction article		main	accessible through the platform			The Atlantic article
	"When You're In a Good Relationship, You Learn These 10 Things"	Allison Renner	nonfiction article		main	accessible through the platform			Huffington Post article
	"The Impact of Divorce on Young Children and Adolescents"	Carl E. Pickhardt Ph.D.	nonfiction article		main	accessible through the platform			Psychology Today article
	"Redefining Masculinity"	Rebecca A. Clay	nonfiction article		main	accessible through the platform			American Psychological Association
	Excerpt from *Hard Times*	Charles Dickens	novel		supplemental	accessible through the platform			
	"English Class in the Common Core Era"	Kate Taylor	nonfiction article		main	accessible through the platform			
	"Novel Finding: Reading Literary Fiction Improves Empathy"	Julianne Chiaet	nonfiction article		main	accessible through the platform			
	"Nonfiction Reading Promotes Student Success"	Bryan Goodwin and Kirst	nonfiction article		main	accessible through the platform			
In Search of Justice with *Lord of the Flies*	***Lord of The Flies***	William Golding	novel	9780399501487	main	must be acquired by school	Yes, with membership	*Frankenstein* *Macbeth* *The Count of Monte Cristo* *The Tempest*	
	A Lesson Before Dying	Ernest Gaines	novel	9781400077700	main	must be acquired by school	Yes, with membership		

Estimated Course Materials Budget: $75/student

Projects	Text	Author	Type of Text	ISBN/Reference	Main or Supplemental Text	How to Access	Availability on bookshare.org	Alternative Text	Notes
In Search of Justice with *A Lesson Before Dying*	**"A Brief History of Jim Crow Laws"**	USC Gould School of Law	nonfiction article		supplemental	accessible through the platform			
	"If We Must Die"	Claude McKay	poem		supplemental	accessible through the platform			
	"Twitter wants to crack down on dehumanizing language"	Sara Ashley O'Brien	nonfiction article		supplemental	accessible through the platform			
	"A report to the UN reveals deep disparities in America's criminal justice system"	Ashley Hackett	nonfiction article		supplemental	accessible through the platform			
	Excerpts: "Police chiefs criticize Elizabeth Warren for calling criminal justice system 'racist'"	Matthew J. Lee	nonfiction article		supplemental	accessible through the platform			
	"Elizabeth Warren's Lie"	Rich Lowry	nonfiction article		supplemental	accessible through the platform			
	Excerpts: "There's overwhelming evidence that the criminal-justice system is racist. Here's the proof."	Radley Balko	nonfiction article		supplemental	accessible through the platform			
Poetry and the People	**"Ballad of a Mother's Heart"**	Jose La-Villa Tierra	poem		main	accessible through the platform			
	"Words for Worry"	Li-Young Lee	poem		main	accessible through the platform			
	"To a Dark Girl"	Gwendolyn Bennett	poem		main	accessible through the platform			
	"Girl"	Jamaica Kincaid	poem		main	accessible through the platform			
	"Not Bad, Dad, Not Bad"	Jan Heller Levi	poem		main	accessible through the platform			
	"I, Too, Sing America"	Julia Alvarez	poem		main	accessible through the platform			
	"not an elegy for Mike Brown"	Danez Smith	poem		main	accessible through the platform			
	"did you think i was a city"	Rupi Kaur	poem		main	accessible through the platform			
	"Sure You Can Ask Me a Personal Question"	Diane Burns	poem		main	accessible through the platform			
	"Legal Alien"	Pat Mora	poem		main	accessible through the platform			
	"Home"	Warsan Shire	poem		main	accessible through the platform			
	"Sunrise"	Mary Oliver	poem		main	accessible through the platform			
	"I saw Louisiana a Live-Oak Growing"	Walt Whitman	poem		main	accessible through the platform			
	"Forgive Me"	Muna Adan	poem		main	accessible through the platform			
	"Dear Young Man of Color"	Fong Tran	poem		main	accessible through the platform			
	"Bilingual/Bilingue"	Rhina P. Espaillat	poem		main	accessible through the platform			
	"Forgetfulness"	Billy Collins	poem		main	accessible through the platform			
	"I Am Waiting"	Lawrence Ferlinghetti	poem		main	accessible through the platform			
	"The Man-Moth"	Elizabeth Bishop	poem		main	accessible through the platform			
Speaking Out	**"Ninth Grade: The Most Important Year in High School"**	Michele Willens, *The Atlc*	article		main	accessible through the platform			
	"Looks Aren't Everything..."	Cameron Russell	TEDTalk		main	accessible through the platform			
	Barack Obama's New Hampshire Primary Speech	Barack Obama	speech		main	accessible through the platform			
	"Nonfiction Reading Promotes Student Success"	curated by Newsela	speech		main	accessible through the platform			Please review the speeches before assigning this resource to students.

Estimated Course Materials Budget: $40/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
Poetry Everywhere	**"Ars Poetica"**	Aracelis Girmay	poem		main	accessible through the platform			
	"Luck"	Langston Hughes	poem		main	accessible through the platform			
	"Winter Poem"	Nikki Giovanni	poem		main	accessible through the platform			
	"The World is a Great Poem"	Thandiwe Shiphrah	poem		main	accessible through the platform			
	"Vista from the Schoolhouse Steps"	Jarita Davis	poem		main	accessible through the platform			
	"Those Winter Sundays"	Robert Hayden	poem		main	accessible through the platform			
	"Brotherhood"	Octavio Paz	poem		main	accessible through the platform			
	"I Ask my Mother to Sing"	Li-Young Lee	poem		main	accessible through the platform			
	"City Girls Teach Themselves to Fly"	Krysten Hill	poem		main	accessible through the platform			
	"Teaching my Imaginary Son to Fish"	Charles Coe	poem		main	accessible through the platform			
	"The Brain is Wider than the Sky"	Emily Dickinson	poem		main	accessible through the platform			
	"The Good Life"	Tracy K. Smith	poem		main	accessible through the platform			
Rites of Passage	***Bless Me, Ultima***	Rudolfo Anaya	novel	9781455521326	main	must be acquired by school	Yes, with membership		
Dystopian Project with *The Handmaid's Tale*	***The Handmaid's Tale***	Margaret Atwood	novel		main	must be acquired by school	No results found 1/4/20	*1984* by George Orwell	
								Fahrenheit 451 by Ray Bradbury	
								Brave New World by Aldous Huxley	
								The Giver by Lois Lo	This *The Giver* is also used in the 7th grade "From Story to Screen" project.
								Divergent by Veronica Roth	
	"Harrison Bergeron"	Kurt Vonnegut Jr.	short story		supplemental	must be acquired by school	No results found 1/4/20		
	Clips from *The Hunger Games* (Film)	directed by Gary Ross	film clip		supplemental	accessible through the platform			
	"Haunted by The Handmaid's Tale"	Margaret Atwood	online article		supplemental	accessible through the platform			
	Various articles in Checkpoint 2's "Dystopian Article Bank" resource	various authors	online article		supplemental	accessible through the platform			Please review all articles within the document before assigning this resource to students.
Dystopian Project with *Fahrenheit 451*	***Fahrenheit 451***	Ray Bradbury	novel	9780345342966	main	must be acquired by school	Yes, with membership	*1984* by George Orwell	9780345342966, 9781982102609
								The Handmaid's Tale by Margaret Atwood	
								Brave New World by Aldous Huxley	
								The Giver by Lois Lo	This text is also used in the 7th grade "From Story to Screen" project.
								Divergent by Veronica Roth	
	"Harrison Bergeron"	Kurt Vonnegut Jr.	short story		supplemental	must be acquired by school	No results found 1/4/20		

Estimated Course Materials Budget: $40/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
	Clips from *The Hunger Games* (film)	directed by Gary Ross	film clip		supplemental	accessible through the platform			
	"Haunted by The Handmaid's Tale"	Margaret Atwood	online article		supplemental	accessible through the platform			
	Various articles in Checkpoint 2's "Dystopian Article Bank" resource	various authors	online articles		supplemental	accessible through the platform			Please review all articles within the document before assigning this resource to students.
Power of Persuasion	**"Pro/Con: Standing for the Pledge of Allegiance"**		online article		main	accessible through the platform			
	"Pro/Con: Is it time to pass tough gun control laws?"		online article		main	accessible through the platform			
	"Drink Tax: Why We Should Tax Soda"		online article		main	accessible through the platform			
	"Taxing Drinks gives pols a sugar rush"		online article		main	accessible through the platform			
	"Speech on Campus"		online article		main	accessible through the platform			
	"The Case for Censoring Hate Speech"		online article		main	accessible through the platform			
	Various articles in Welcome to the Newsroom!		online article		main	accessible through the platform			Please review all articles within the document before assigning this project to students.
	Various articles in Checkpoint 1's Persuasive Texts		online article		main	accessible through the platform			Please review all articles within the document before assigning this project to students.
	"Energy drinks are killing young people. It's time to stop that."	Pat Crawford and Wendi Gosliner	online article		supplemental	accessible through the platform			
	Excerpt from "The Ballot or the Bullet"	Malcolm X	speech		supplemental	accessible through the platform			
The World Literature Blog	***Like Water for Chocolate***	Laura Esquivel	novel	9781400032778	main	must be acquired by school	Yes, with membership	*The Life of Pi* by Yann Martel	
	Things Fall Apart	Chinua Achebe	novel	9780307743855	main	must be acquired by school	Yes, with membership	*The Kite Runner* by Khaled Hosseini	
	Persepolis	Marjane Satrapi	graphic novel		main	must be acquired by school	No results found 1/4/20		
Passion Project	**20timeineducation.com**		website		supplemental	accessible through the platform			
	Various articles and videos in the Entry Event "What's your Passion?"	various authors	online article		supplemental	accessible through the platform			Please review all articles within the document before assigning this project to students.
	Various videos in Checkpoint 1's "Project Design Feedback Practice"		video		supplemental	accessible through the platform			Please review all articles within the document before assigning this project to students.
	"Start with why -- how great leaders inspire action"	Simon Sinek	TEDx		supplemental	accessible through the platform			
	Various blogs in Checkpoint 3 and Checkpoint 4's "Blog Exploration"		blogs		supplemental	accessible through the platform			

Estimated Course Materials Budget: $40/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
	Various blogs in Checkpoint 5's "TED Talk Exploration"		blogs		supplemental	accessible through the platform			

Estimated Course Materials Budget: $26/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
American Dream: Yesterday and Today	***The Great Gatsby***	F. Scott Fitzgerald	novel	9781551997285	main	must be acquired by school	Yes, with membership		9781551997285, 9780684717609, 9780743273565, 9780684801520, 9780743246392
	Nickel and Dimed	Barbara Ehrenreich	novel	9780805088380	supplemental	must be acquired by school	Yes, with membership		
	The Roaring 20's: Crash Course US History #32	Crash Course US History	video		supplemental	accessible through the platform			
	Various political cartoons in Checkpoint 1's Economic and Prohibition cartoon resources	various authors	political cartoon		supplemental	accessible through the platform			
	Excerpts from the "I Have a Dream" speech	Martin Luther King Jr.	speech		supplemental	accessible through the platform			
	Various articles in Checkpoint 5's "Source List for the Final Synthesis Essay"	various authors	online articles		supplemental	accessible through the platform			Please review all articles within the document before assigning this resource to students.
Visual Rhetorical Analysis	**Various advertisements and images as examples of rhetoric in Checkpoint 3's "Sample Advertisements" resource**		advertisements		main	accessible through the platform			
Dear Editor	**"The Perils of Indifference" (1999)**	Elie Wiesel	speech		main	accessible through the platform			
	"The Hope Speech" (1978)	Harvey Milk	speech		main	accessible through the platform			
	"Tear Down This Wall" (1987)	Ronald Reagan	speech		main	accessible through the platform			
	Various articles in Checkpoint 3's "Option" resources	various authors	articles		supplemental	accessible through the platform			Please review all articles within the document before assigning this resource to students.
Monuments Project with Malcolm X	***The Autobiography of Malcolm X as told to Alex Haley***	Alex Haley	novel		main	must be acquired by school	No results found 1/4/20	*Hidden Figures* by Margot Lee Shetterly	
	Assorted videos on the monuments in Washington D.C.		video		supplemental	accessible through the platform			
Creative Nonfiction	**"I Just Met a Girl Named Maria"**	Judith Ortiz Cofer	short story		main	must be acquired by school	No results found 1/4/20		
	"Where I'm From"	*George Ella Lyons*	poem		supplemental	accessible through the platform			
	Excerpts from "The Wife of Bath's Prologue"	Geoffrey Chaucer	poem		main	accessible through the platform			
	Romeo and Juliet, "Act I Prologue"	William Shakespeare	poem		main	accessible through the			
	Sonnet 18	William Shakespeare	poem		main	accessible through the			

Estimated Course Materials Budget: $26/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
Pop Culture Poetry (AP Lang)	**Death, be not proud**	John Donne	poem		main	accessible through the			
	I Wandered Lonely as a Cloud	William Wordsworth	poem		main	accessible through the			
	Auguries of Innocence	William Blake	poem		main	accessible through the			
	A Dream Within a Dream	Edgar Allen Poe	poem		main	accessible through the			
	To an Athlete Dying Young	A.E Housman	poem		main	accessible through the			
	'Hope' is the thing with feathers	Emily Dickinson	poem		main	accessible through the			
	On the Seashore	Rabindranath Tagore	poem		main	accessible through the			
	Slow Rain	Gabriela Mistral	poem		main	accessible through the			
	Snake	D.H. Lawrence	poem		main	accessible through the			
	This is Just to Say	William Carlos Williams	poem		main	accessible through the			
	"Theme for English B"	Langston Hughes	poem		main	accessible through the			
	Diving Into the Wreck	Adrienne Rich	poem		main	accessible through the			
	Mirror	Sylvia Plath	poem		main	accessible through the			
	The Fish	Elizabeth Bishop	poem		main	accessible through the			
	The Bean Eaters	Gwendolyn Brooks	poem		main	accessible through the			
	Wind, Water, Stone	Octavio Paz	poem		main	accessible through the			
	Introduction to Poetry	Billy Collins	poem		main	accessible through the			

Estimated Course Materials Budget: $23/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
Making the News	**"Dolly the Sheep is Cloned"**	*BBC*	news article		supplemental	accessible through the platform			
	"Remembering the Sheep that Changed the World"	Hank Greely, *Al Jazeera*	news article		supplemental	accessible through the platform			
	"Ban Needed on Cloning of Human Beings"	*BBC*	news article		supplemental	accessible through the platform			
	"Secrecy gives way to Spotlight for Scientist"	Youssef M. Ibrahim, *The New York Times*	news article		supplemental	accessible through the platform			
	A selection of the most current news articles chosen by the teacher	varies	news article		supplemental	must be acquired by school	n/a		
Homegoing	***Homegoing***	Yaa Gyasi	novel	9781101947142	main	must be acquired by school	Yes, with membership		
Socrates Says	**"Hills Like White Elephants"**	Ernest Hemingway	short story		main	must be acquired by school	No results found 12/1/20	NOTE: If choosing alternative texts for the project, particularly for the final socratic seminars, it is highly recommended to make sure that most of the short stories are similar in length. Nearly any short story of literary merit would work for this project.	
	"In Dreams Begin Responsibilities"	Delmore Schwartz	short story	9780811206808	main	must be acquired by school	Yes, with membership		
	"The Man Child"	James Baldwin	short story		main	must be acquired by school	No results found 12/1/20		
	"Invierno"	Junot Diaz	short story		main	must be acquired by school	No results found 1/4/20		
	"Birdsong"	Chimamanda Ngozi Adichie	short story		main	must be acquired by school	No results found 1/4/20		
	"A Good Man is Hard to Find"	Flannery O'Connor	short story	9781551999357	main	must be acquired by school	Yes, with membership		9781551999357, 9780547543703
	"Woman Hollering Creek"	Sandra Cisneros	short story	9780804150880	main	must be acquired by school	Yes, with membership		
	Song of Solomon	Toni Morrison	novel	9780307388124	supplemental	must be acquired by school	Yes, with membership		
	"What Can You Do in Twenty-five Words?"	Ian Crouch	online article		supplemental	accessible through the platform			
	"The Mice"	Lydia Davis	short story		supplemental	accessible through the platform			
	"Samuel Johnson is Indignant"	Lydia Davis	short story		supplemental	accessible through the platform			
	Song of Solomon	Toni Morrison	novel	9780307388124	main	must be acquired by school	Yes, with membership	NOTE: This list is not meant to be exhaustive or prescriptive. It is, however, a list of novels that are appropriate for an AP Literature course and can be viewed from a variety of lenses. It will likely be most interesting in this project to do a text as a class, so that students can be exposed to the variety of perspectives that come out of reading the same text through multiple lenses in the same class.	
	"Desiree's Baby"	Kate Chopin	short story		supplemental	accessible through the platform			
								Achebe, Chinua. *Things Fall Apart*. Lenses: Marxist, Biographical/Historical, Psychoanalytical, Post-colonial, Ethnic Studies, Gender Studies	

Estimated Course Materials Budget: $23/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
								Adichie, Chimamanda Ngozi. *Half of a Yellow Sun*. Lenses: Marxist, Biographical/Historical, Psychoanalytical, Post-colonial, Ethnic Studies, Gender Studies	
								Angelou, Maya. *I Know Why the Caged Bird Sings.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Atwood, Margaret. *The Handmaid's Tale.* Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical	
								Baldwin, James. *Go Tell it on the Mountain.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Boyle, T.C. *The Tortilla Curtain.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Cisneros, Sandra. *The House on Mango Street.* Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical, Ethnic Studies	
								Chopin, Kate. *The Awakening.* Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical, Ethnic Studies	
								Conrad, Joseph. *Heart of Darkness.* Lenses: Marxist, Biographical/Historical, Psychoanalytical, Post-colonial, Ethnic Studies	

Estimated Course Materials Budget: $23/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
Reading Through Critical Lenses								Diaz, Junot. *The Brief and Wondrous Life of Oscar Wao.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Doctorow, E.L. *Ragtime.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Ellison, Ralph. *Invisible Man.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Faulkner, William. *The Unvanquished.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Fitzgerald, F. Scott. *The Great Gatsby.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Forster, E.M. *A Passage to India.* Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical, Post-colonial, Ethnic Studies	
								Hawthorne, Nathaniel. *The Scarlet Letter.* Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical	
								Hurston, Zora Neale. *Their Eyes Were Watching God.* Lenses: Marxist, Biographical/Historical, Psychoanalytical, Ethnic Studies, Gender Studies	
								Huxley, Aldous. *Brave New World.* Lenses: Marxist, Biographical/Historical, Psychoanalytical, Ethnic Studies, Gender Studies	

Estimated Course Materials Budget: $23/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
								Kingsolver, Barbara. *The Poisonwood Bible*. Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical, Post-colonial, Ethnic Studies	
								Lahiri, Jhumpa. *The Namesake*. Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical, Ethnic Studies	
								Lee, Harper. *To Kill A Mockingbird*. Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical, Ethnic Studies	
								Marmon Silko, Leslie. *Ceremony*. Lenses: Lenses: Marxist, Biographical/Historical, Psychoanalytical, Post-colonial, Ethnic Studies, Gender Studies	
								Morrison, Toni. *Beloved*. Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Morrison, Toni. *The Bluest Eye*. Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Morrison, Toni. *Song of Solomon*. Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Rhys, Jean. *Wide Sargasso Sea*. Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical, Post-colonial, Ethnic Studies	

Estimated Course Materials Budget: $23/student									
Projects	**Text**	**Author**	**Type of Text**	**ISBN/Reference**	**Main or Supplemental Text**	**How to Access**	**Availability on bookshare.org**	**Alternative Text**	**Notes**
								Roy, Arundhati. *The God of Small Things.* Lenses: Gender Studies, Marxist, Biographical/Historical, Psychoanalytical, Post-colonial, Ethnic Studies	
								Steinbeck, John. *The Grapes of Wrath.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Tan, Amy. *The Joy Luck Club.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Twain, Mark. *The Adventures of Huckleberry Finn.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
								Walker, Alice. *The Color Purple.* Lenses: Gender Studies, Marxist, Biographical/Historical, Ethnic Studies, Psychoanalytical	
	Where The Wild Things Are	Maurice Sendak	children's book		supplemental	accessible through the platform			
	Clip from *The Help* (Film)	directed by Tate Taylor	film clip		supplemental	accessible through the platform			
	Various optional articles in the Checkpoint 1's Lens Exploration Task Cards	various authors	online articles		supplemental	accessible through the platform			
	Excerpt from *The Grapes of Wrath*	John Steinbeck	novel excerpt		supplemental	accessible through the platform			
The Poetry Professor	**"I Have Been One Acquainted with the Night"**	Robert Frost	poem		main	must be acquired by school	No results found 1/6/2021		
	"I Heard a Fly Buzz When I Died"	Emily Dickinson	poem		main	must be acquired by school	No results found 1/6/2021		
	"When I Have Fears that I May Cease to Be"	John Keats	poem		main	must be acquired by school	No results found 1/6/2021		
	"Mezzo Cammin"	Henry Wadsworth Longfellow	poem		main	must be acquired by school	No results found 1/6/2021		
	"The Second Coming"	W.B. Yeats	poem		main	must be acquired by school	No results found 1/6/2021		
	"America"	Claude McKay	poem		main	must be acquired by school	No results found 1/6/2021		
	"One Art"	Elizabeth Bishop	poem		main	must be acquired by school	No results found 1/6/2021		
	"Sonnet XIV: Don't Go Far Off"	Pablo Neruda	poem		main	must be acquired by school	No results found 1/6/2021		
	"Freeway 280"	Lorna Dee Cervantes	poem		main	must be acquired by school	No results found 1/6/2021		
	"Who Understands Me But Me"	Jimmy Santiago Baca			main	must be acquired by school	No results found 1/6/2021		

Estimated Course Materials Budget: $23/student

Projects	Text	Author	Type of Text	ISBN/Reference	Main or Supplemental Text	How to Access	Availability on bookshare.org	Alternative Text	Notes
	"Childhood is the Kingdom Where Nobody Dies"	Edna St. Vincent Millay	poem		main	must be acquired by school	No results found 1/6/2021		
	"My Last Duchess"	Robert Browning	poem	9780486114255	main	must be acquired by school	Yes, with membership		
	"Valentine"	Carol Ann Duffy	poem		main	must be acquired by school	No results found 1/6/2021		
	"Power"	Audre Lorde	poem		main	must be acquired by school	No results found 1/6/2021		
	"Blackberry Picking"	Seamus Heaney	poem		main	accessible through the platform			
	"Funeral Blues"	W.H. Auden	poem		main	accessible through the platform			
	"The danger of silence"	Clint Smith	TEDTalk		supplemental	accessible through the platform			
	"Yes we can"	Barack Obama	speech		supplemental	accessible through the platform			
	"The 7 secrets of the greatest speakers in history"	Richard Greene	TEDTalk		supplemental	accessible through the platform			
	"Changing the World With Science"	Bill Nye	speech		supplemental	accessible through the platform			
Shakespeare: From Page to Stage	***King Lear***	William Shakespeare	play	9781625589552	main	must be acquired by school	Yes, with membership	Any Shakespeare play would do. Some suggestions include *Hamlet*, *Othello*, *Henry V*, *The Merchant of Venice*, *Antony & Cleopatra*, *Julius Caesar*, *The Tempest*, *Twelfth Night*, *Much Ado About Nothing*.	9781625589552, 9780486110240, 9780307807915, 9781101142271, 9781476788579
	The opening lines of *The Canterbury Tales*	Geoffrey Chaucer	poem excerpt		supplemental	accessible through the platform			
	The opening lines of *Beowulf*		poem excerpt		supplemental	accessible through the platform			
	Prologue to *Romeo and Juliet*	William Shakespeare	play excerpt		supplemental	accessible through the platform			
Freshman Composition 101	***As I Lay Dying***	William Faulkner	novel	9780307792167	main	must be acquired by school	Yes, with membership	Any novel of similar literary merit would work for this project. It is recommended to pick a novel that you know very well, in order to support student topic development. You might use the list of novels that have been named most frequently on the AP exam for inspiration.	
	Various articles in Checkpoint 2's As I Lay Dying Extension Resource Bank	various authors	online articles		supplemental	accessible through the platform			Please review all articles within the document before assigning this project to students.

Social Studies Base Curriculum

School Year

High school and middle school History and Social Studies Grades 6-10
The History and Social Studies curriculum is built using the Common Core Standards.
In Washington the curriculum in Middle school includes Washington State History in grade 8.

High School English Grades 11 and 12
The History and Social Studies curriculum in grades 11 and 12 is aligned to AP Course standards.

Reading Materials

There are no required texts that need to be purchased ahead of time for the Social Studies Base Curriculum. All reading materials are provided within the documents accessible through the Platform.

Project Supplies

The majority of projects within the Social Studies Base Curriculum do NOT require additional supplies. Select projects include activities, Checkpoints, or Final Products that are designed to be used with basic classroom materials such as poster paper or writing implements. Only courses that contain projects with supplies appear in this spreadsheet.

Optional Texts

For the Color of Law project, we have chosen to include an optional text. Acquiring and using the full text is completely optional and not necessary to complete the project fully, but may prove as a useful tool to some classrooms.

If any revisions are made to the materials listed in this tracker, they will be recorded in the Updates tab and the row within the course specific tabs will be highlighted in yellow.

For questions or clarifications, reach out to info@summitps.org

Estimated Course Materials Budget: $15-30						
Projects	**Related Activity**	**Item**	**# of Item per Group**	**# of Students per Group**	**How to Access**	**Notes**
The Silk Road and Globalizations	**Silk Road Simulation (Checkpoint 3)**	Dice	1	1 (5 "Merchant" groups total)	https://www.fieldmuseum.org/sites/default/files/silk_road_activity.pdf	
		Printed Version of Role Trading Cards	18 (cards total, not always equal # per group)	1 (5 "Merchant" groups total)		
Feudal Honor Codes and Values	**No Materials Required**					
Islam & Interconnectedness	**No Materials Required**					
Mali & Cultural Exchange	**No Materials Required**					
Mesoamerica & The Environment	**No Materials Required**					
Conquest & Its Impact	**No Materials Required**					

Projects	Related Activity	Item	# of Item per Group	# of Students per Group	How to Access	Notes
The Color of Law		The Color of Law by Richard Rothstein				Acquiring this text is optional. Students will read the final chapter of Rothstein's text in preparation for their Socratic Seminar, and the final chapter will be provided through the Platform.

Modern World History 2					
Item	# of Item per Group	# of Students per Group	Activity	Source	Notes
Treaty of Versailles					
No materials needed.					
China's Great Leap Forward					
No materials needed.					
WWII and Human Rights					
No materials needed.					
Cold War in Latin America					
No materials needed.					
Oceania/Pacific Islands					
No materials needed.					
Modernization					
No materials needed.					
Totalitarianism Socratic and DBQ					
No materials needed.					
Genocide Socratic and Persuasive Article					
No materials needed.					
Cold War DBQ					
No materials needed.					
Crash Course Research Project					
No materials needed.					

AP US History					
Item	# of Item per Group	# of Students per Group	Activity	Source	Notes
Natives Americans and European Contact Essay					
No materials needed.					
Founding of America DBQ					
No materials needed.					
Slavery and the Civil War DBQ					
No materials needed.					
Industrial Revolution Mock Trial					
No materials needed.					
America and the World Essay					
No materials needed.					
Social Movements Past and Present					
No materials needed.					

AP Government					
Item	# of Item per Group	# of Students per Group	Activity	Source	Notes
Shared Powers in Government					
No materials needed.					
Deconstructing Politics in America					
No materials needed.					
Congressional Simulation					
No materials needed.					
Letter to the President					
No materials needed.					
Know Your Rights!					
No materials needed.					
Political Action Project					
No materials needed.					

Math Base Curriculum

School Year

Middle School Math (IM)

For Math 6, Math 7, and Math 8, our curriculum provider is Illustrative Math. For these courses, you will find a link to a list of supply kits from Kendall Hunt.

High School Math (IM)

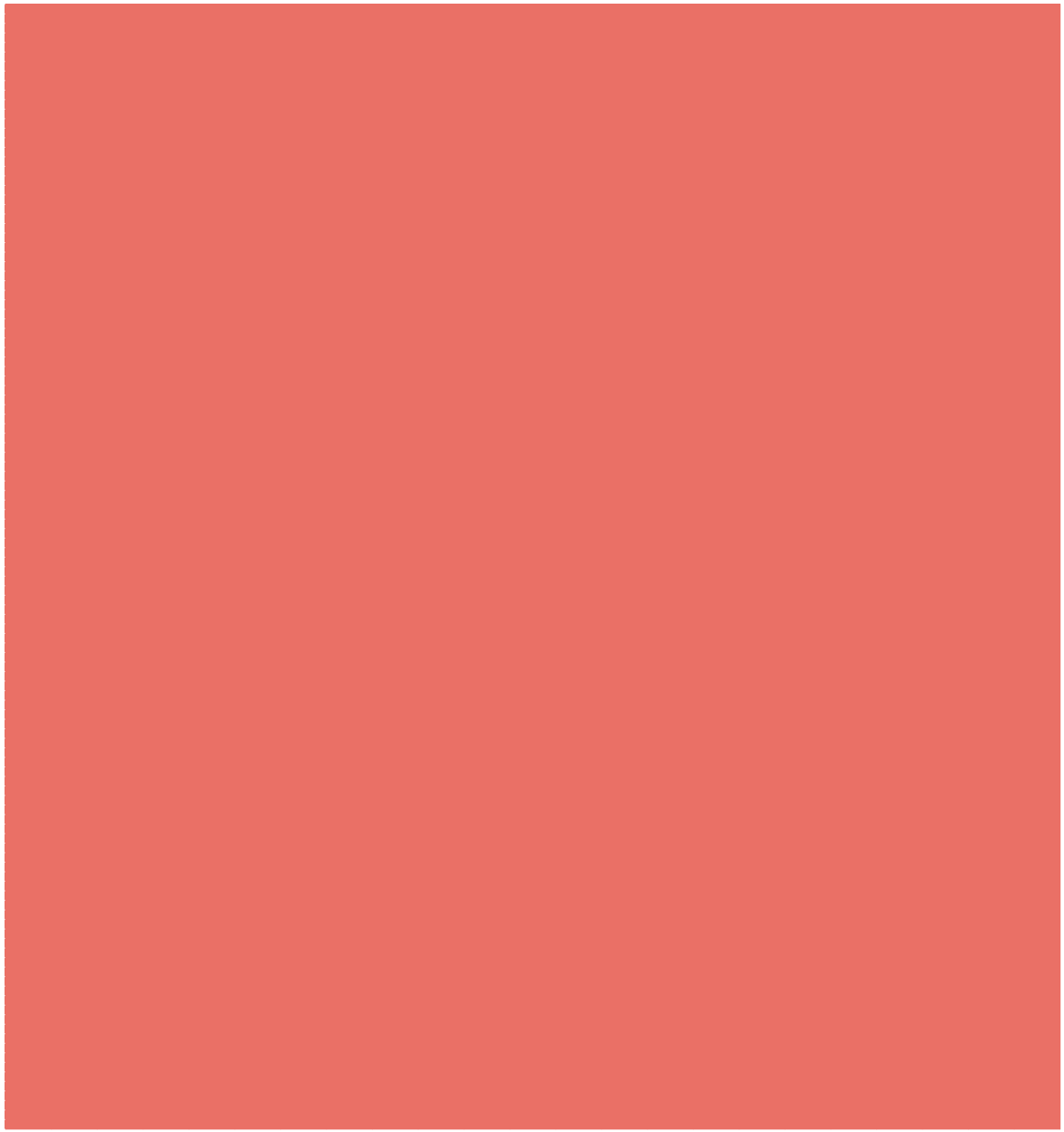
The integrated pathway curriculum provider is Illustrative Math. Within each course you will see a supply list or you can click on your course to be linked to the supply list.

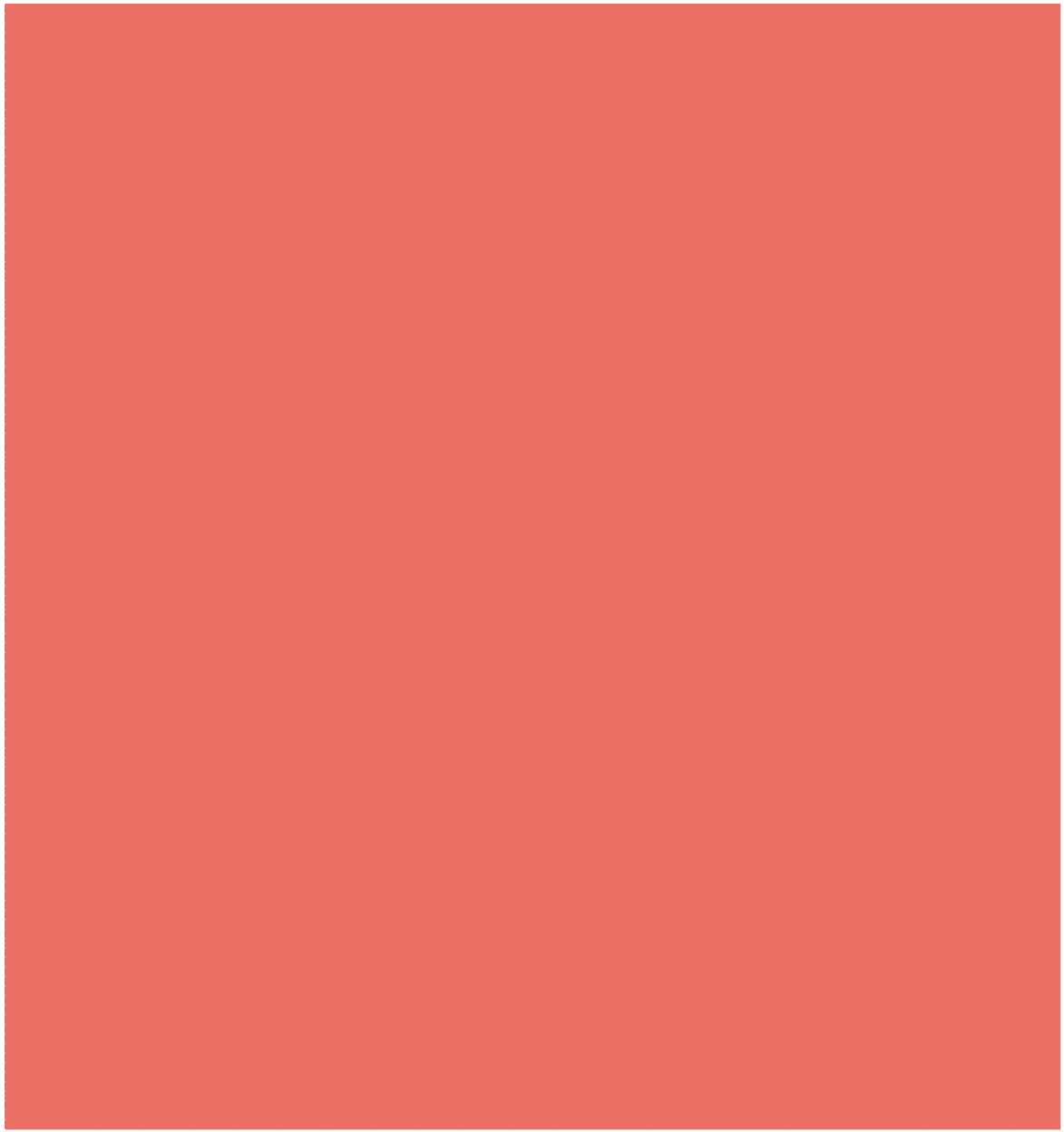
High School Math AP Statistics
AP Statistics is built using the College Board AP Statistics standards. Instructional guidance is provided using materials from AP Stats Medic

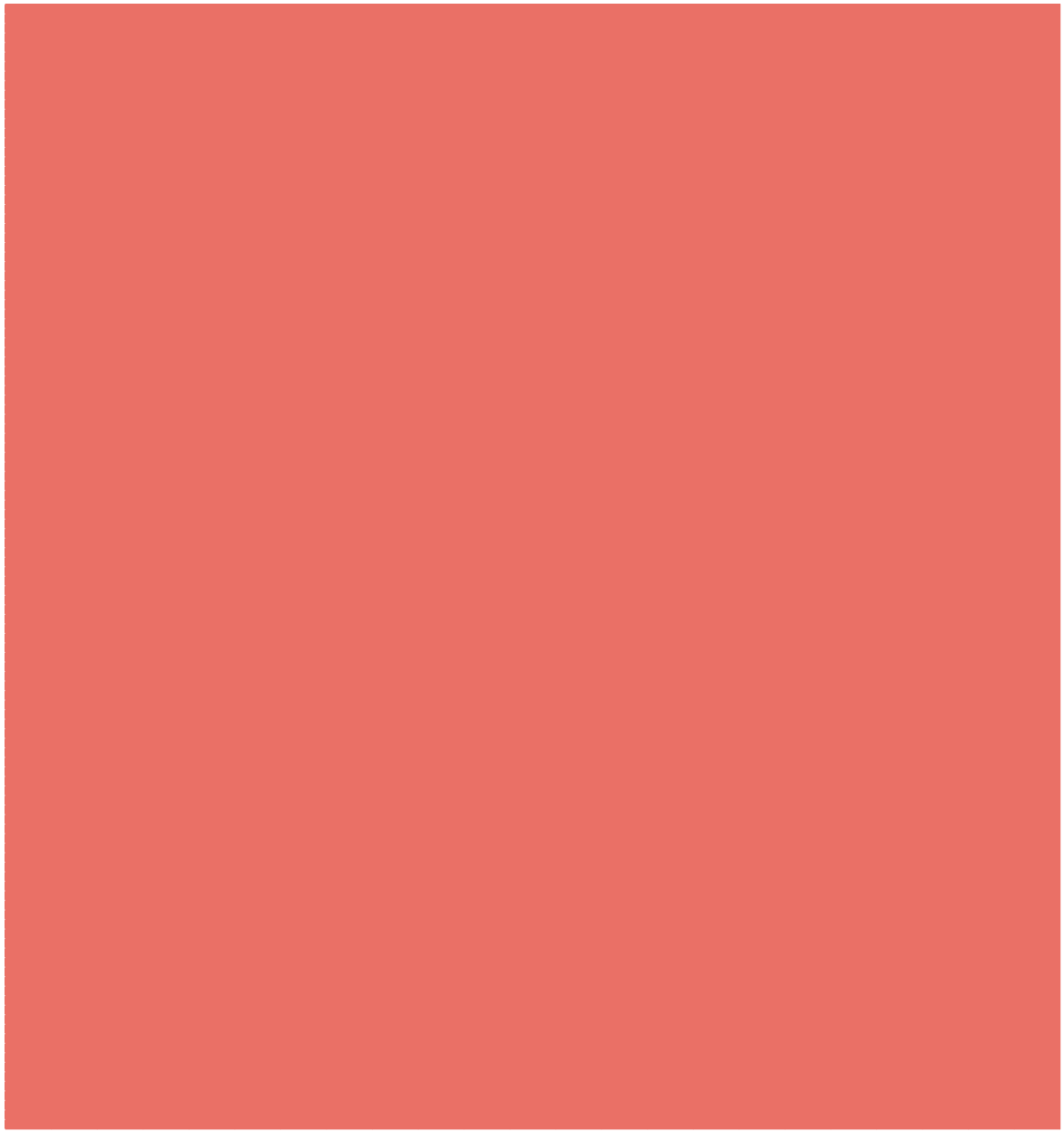
High School Math AP Calculus
AP Calculus uses the CPM curriculum which is aligned to the College Board AP Calculus standards.

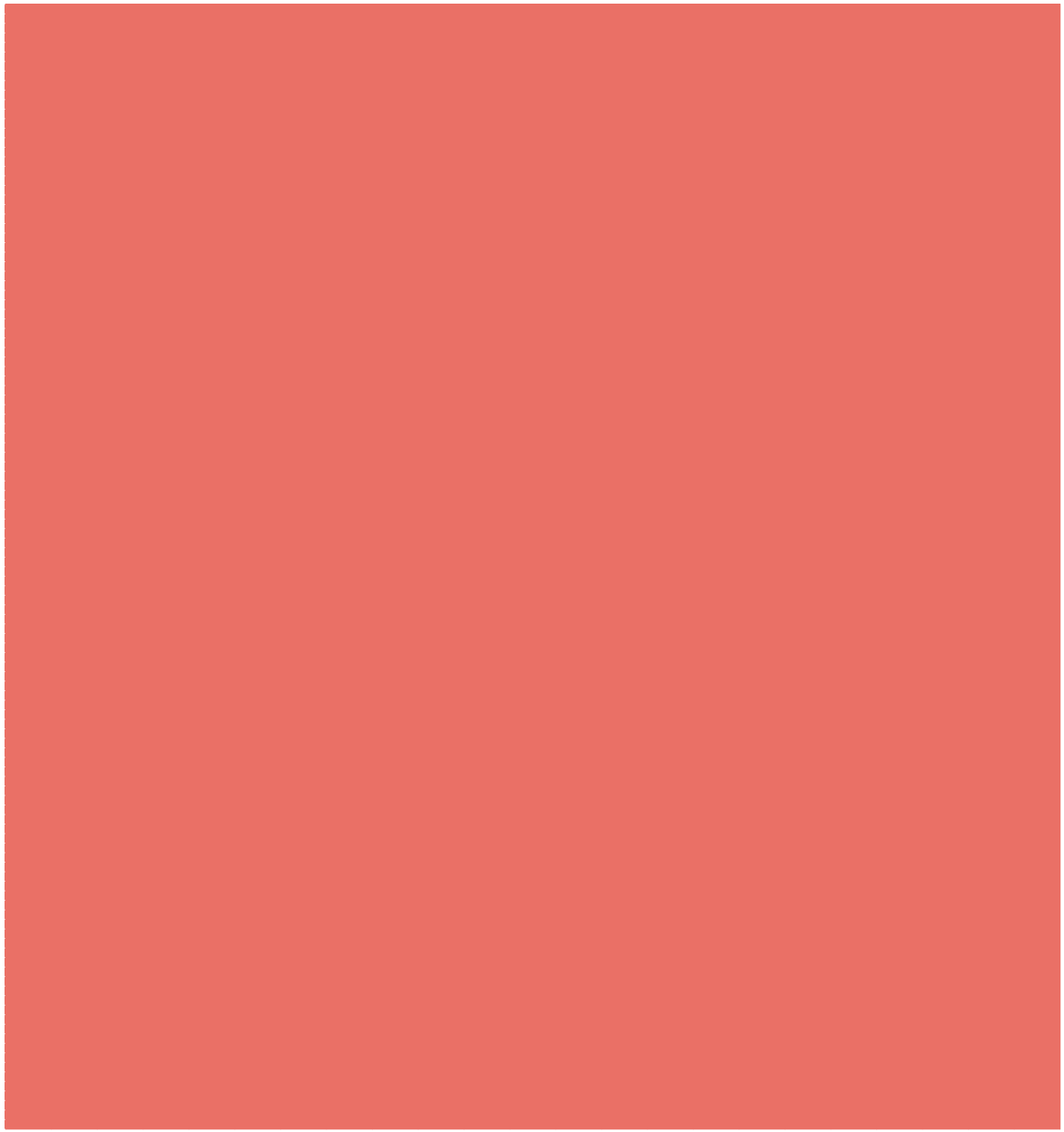
A list of all supplies and materials needed for which projects across Math Base Curriculum courses can be found in this spreadsheet. Unlike the materials lists for other disciplines, these material lists are not broken down by unit, but are provided at the course level. Below you will find context for the supply lists laid out in the spreadsheet.

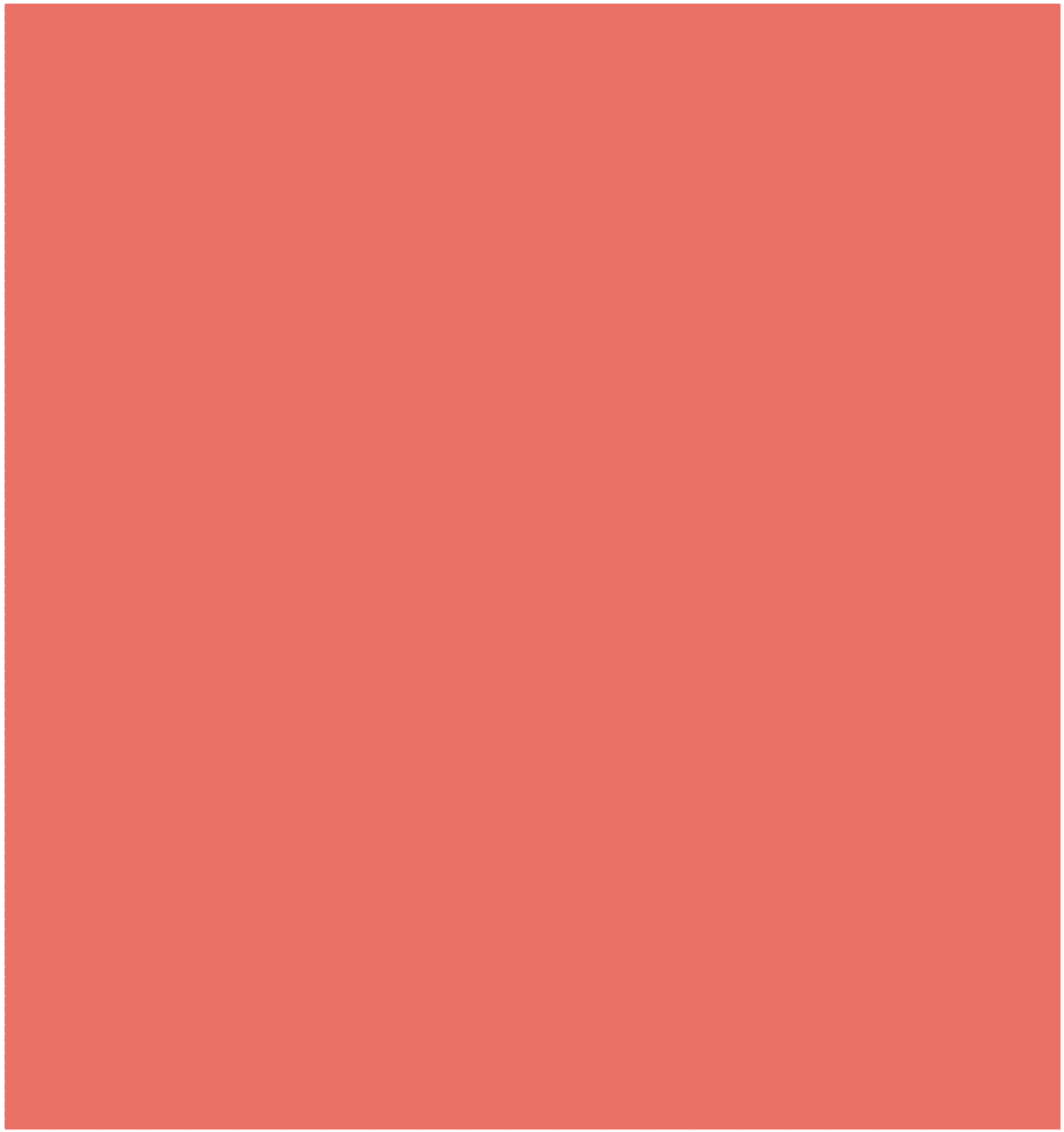
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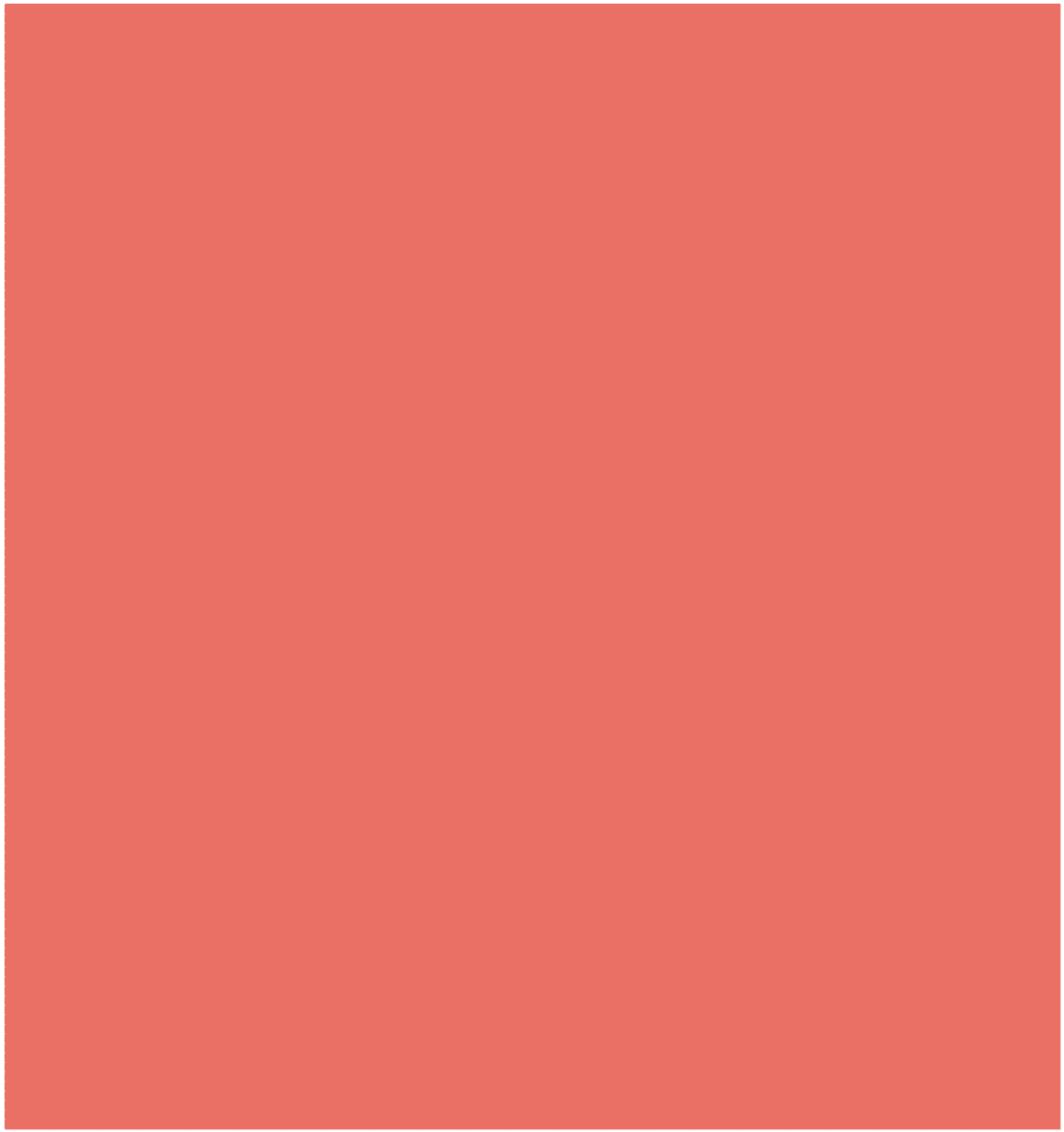


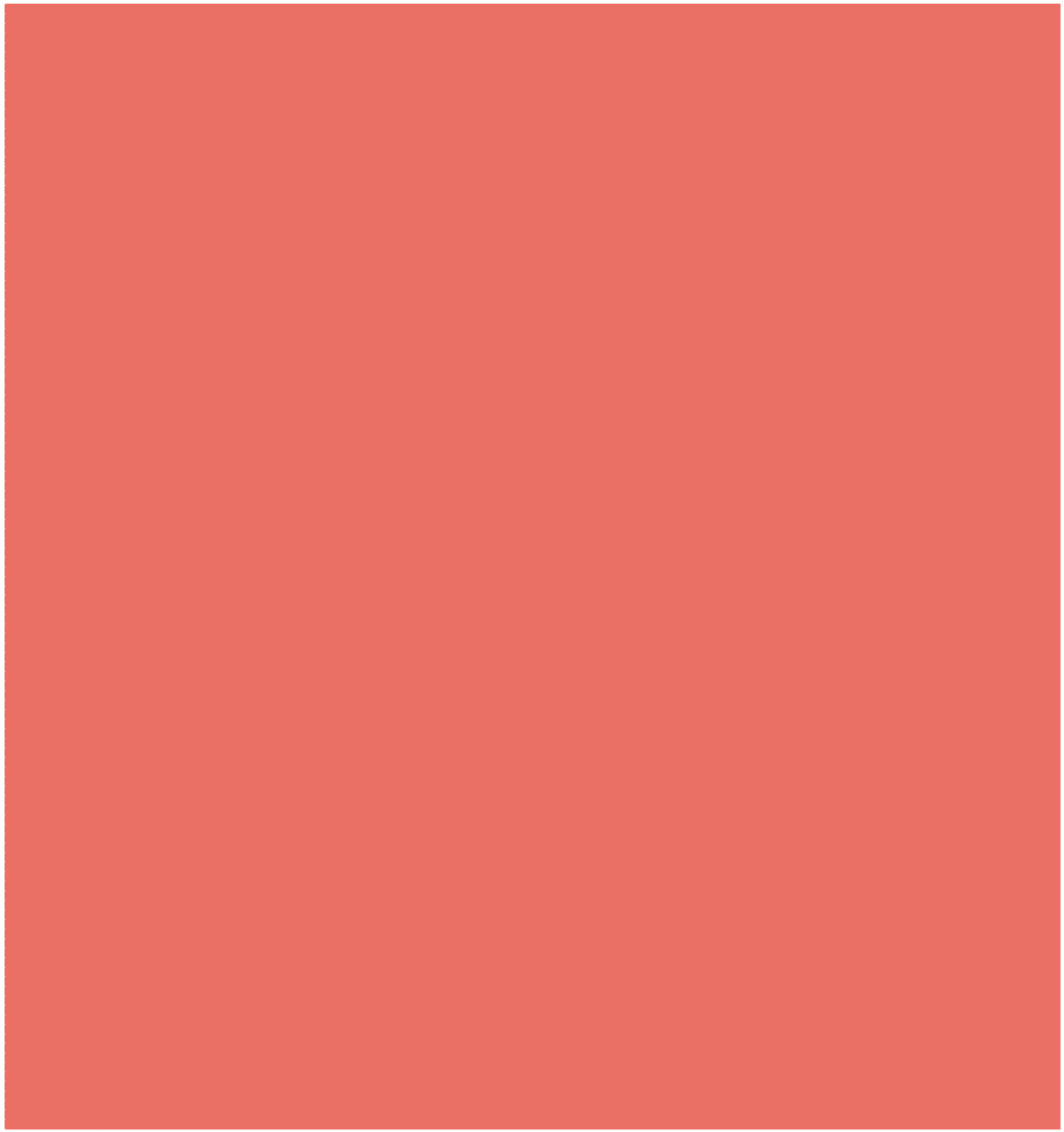














Estimated Course Materials Budget:			
6th grade: You can view the required Materials at the KendallHunt/IM website.	7th grade: You can view the required Materials at the KendallHunt/IM website.	8th Grade: You can view the required Materials at the KendallHunt/IM website.	
6th Grade: Consumable Kit - **$104.99**	7th Grade: Consumable Kit - **$88.99**	6th Grade: Non-Consumable Kit - **$423.99**	
8th Grade: Consumable Kit - **$27.99**	7th Grade: Non-Consumable Kit - **$291.99**	8th Grade: Non-Consumable Kit - **$124.99**	
Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	
Course	**Item**	**Description**	**For more information**
6th Grade Miscellaneous (not in a kit)	**Bingo chips**		not in a kit
	Blank paper		not in a kit
	Colored pencils		not in a kit
	Demonstration nets with and without flaps		not in a kit
	Four function calculators		not in a kit
	1/4 -inch graph paper		not in a kit
	Gallon-sized jug		not in a kit
	Glue or glue sticks		not in a kit
	Graph paper		not in a kit
	Grocery store circulars	Grocery store advertisements from the newspaper or that are picked up at the store. If students have Internet access, you could substitute an online version of this.	not in a kit
	Household items		not in a kit
	Liter-sized bottle		not in a kit
	Markers		not in a kit
	Masking tape		not in a kit
	Nets of polyhedra		not in a kit
	Pre-assembled or commercially produced polyhedra		not in a kit
	Pre-assembled polyhedra		not in a kit
	Quart-sized bottle		not in a kit
	Scissors		not in a kit
	Tape		not in a kit
	Tracing paper	Bundles of "patty paper" are available commercially for a very low cost. These are small sheets (about 5" by 5") of transparent paper.	not in a kit
6th Grade Consumable Kit	**Dot stickers**	Small circular sticker useful for plotting points on a display.	consumable kit

Estimated Course Materials Budget:			
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Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	
Course	**Item**	**Description**	**For more information**
Kit	**Index cards**		consumable kit
	Drink mix	A powder that is mixed with water to create a fruit-flavored or chocolate-flavored drink. Using a sugar-free drink mix is recommended, but not a mix that calls for adding a separate sweetener when mixing up the drink.	conumable kit
	Empty containers	Food coloring	consumable kit
	Sticky notes		consumable kit
	Straightedges	A rigid edge that can be used for drawing line segments. Sometimes a ruler is okay to use as a straightedge, but sometimes it is preferable to use an unruled straightedge, like a blank index card.	consumable kit
	String		consumable kit
	Metal paper fasteners	brass brads	consumable kit
	Origami paper		consumable kit
	Paper cups		consumable kit
6th Grade Non Consumable Kit	**Base-ten blocks**		non-consumable kit
	Beakers		non-consumable kit
	Cuisenaire rods		non-consumable kit
	Decks of playing cards		non-consumable kit
	1/2 -inch cubes		non-consumable kit
	Graduated cynlinders		non-consumable kit
	Inch cubes		non-consumable kit
	Rulers marked with centimeters		non-consumable kit
	Rulers marked with inches		non-consumable kit
	Salt		non-consumable kit
	Scale	a digital scale that can output in grams, kilograms, ounces, or pounds	non-consumable kit
	Snap cubes		non-consumable kit

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Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	
Course	**Item**	**Description**	**For more information**
	Stopwatches		non-consumable kit
	Measuring tapes		non-consumable kit
	Meter sticks		non-consumable kit
	Teaspoon		non-consumable kit
	Pattern blocks		non-consumable kit
	Pre-assembled or commercially produced tangrams		non-consumable kit
	Tray		non-consumable kit
	Yardsticks		non-consumable kit
7th Grade Miscellaneous (not in a kit)	**Blank paper**		not in a kit
	Colored pencils		not in a kit
	Cylindrical household items		not in a kit
	Empty toilet paper roll		not in a kit
	Four-function calculator		not in a kit
	Fruits or vegetables		not in a kit
	Grocery store circulars	Grocery store advertisements from the newspaper or that are picked up at the store. If students have Internet access, you could substitute an online version of this.	not in a kit
	Graph paper		not in a kit
	Maps or satellite images of the school grounds		not in a kit
	Markers		not in a kit
	Metric and customary unit conversion charts		not in a kit
	Mixing containers		not in a kit
	Pre-assembled polyhedra		not in a kit
	Recipes		not in a kit
	Scissors		not in a kit
	Stopwatches		not in a kit

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Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	
Course	**Item**	**Description**	**For more information**
	Tape		not in a kit
	Trundle wheels		not in a kit
7th Grade Consumable Kit	**Drink mix**	A powder that is mixed with water to create a fruit-flavored or chocolate-flavored drink. Using a sugar-free drink mix is recommended, but not a mix that calls for adding a separate sweetener when mixing up the drink.	consumable kit
	Glue or glue sticks		consumable kit
	Index cards		consumable kit
	Metal paper fasteners	brass brads	consumable kit
	Paint		consumable kit
	Paper plates		consumable kit
	Receipt tape		consumable kit
	Small disposable cups		consumable kit
	Sticky notes		consumable kit
	Straightedges	A rigid edge that can be used for drawing line segments. Sometimes a ruler is okay to use as a straightedge, but sometimes it is preferable to use an unruled straightedge, like a blank index card.	consumable kit
	String		consumable kit
7th Grade Non Consumable Kit	**Coins**	any fair two-sided coin	non-consumable kit
	Compasses		non-consumable kit
	Knife		non-consumable kit
	Measuring cups		non-consumable kit
	Measuring spoons		non-consumable kit
	Measuring tapes		non-consumable kit
	Measuring tools		non-consumable kit
	Meter sticks		non-consumable kit
	Number cubes	cubes with sides numbered from 1 to 6	non-consumable kit
	Paper bags		non-consumable kit
	Paper clips		non-consumable kit

Estimated Course Materials Budget:			
6th grade: You can view the required Materials at the KendallHunt/IM website.	7th grade: You can view the required Materials at the KendallHunt/IM website.	8th Grade: You can view the required Materials at the KendallHunt/IM website.	
6th Grade: Consumable Kit - **$104.99**	7th Grade: Consumable Kit - **$88.99**	6th Grade: Non-Consumable Kit - **$423.99**	
8th Grade: Consumable Kit - **$27.99**	7th Grade: Non-Consumable Kit - **$291.99**	8th Grade: Non-Consumable Kit - **$124.99**	
Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	
Course	**Item**	**Description**	**For more information**
	Pattern blocks		non-consumable kit
	Protractors	Clear protractors with no holes and with radial lines printed on them are recommended.	non-consumable kit
	Rulers		non-consumable kit
	Snap cubes		non-consumable kit
	Straws		non-consumable kit
8th Grade Miscellaneous (not in a kit)	**Blank paper**		not in a kit
	Colored pencils		not in a kit
	Four-function calculators		not in a kit
	Graph paper		not in a kit
	Isometric graph paper		not in a kit
	Scientific calculators		not in a kit
	Scissors		not in a kit
	Spherical objects		not in a kit
	Stopwatches		not in a kit
	Tape		not in a kit
8th Grade Consumable Kit	**Straightedges**	A rigid edge that can be used for drawing line segments. Sometimes a ruler is okay to use as a straightedge, but sometimes it is preferable to use an unruled straightedge, like a blank index card.	consumable kit
	Tracing paper	Bundles of "patty paper" are available commercially for a very low cost. These are small sheets (about 5" by 5") of transparent paper.	consumable kit
8th Grade Non Consumable Kit	**Compasses**		non-consumable kit
	Dried linguine pasta	We specified linguine since it is flatter and less likely to roll around than spaghetti.	non-consumable kit
	Graduated cynlinders		non-consumable kit
	Long straightedge		non-consumable kit
	Measuring tapes		non-consumable kit
	Protractors	Clear protractors with no holes and with radial lines printed on them are recommended.	non-consumable kit

Estimated Course Materials Budget:			
6th grade: You can view the required Materials at the KendallHunt/IM website.	7th grade: You can view the required Materials at the KendallHunt/IM website.	8th Grade: You can view the required Materials at the KendallHunt/IM website.	
6th Grade: Consumable Kit - **$104.99**	7th Grade: Consumable Kit - **$88.99**	6th Grade: Non-Consumable Kit **- $423.99**	
8th Grade: Consumable Kit - **$27.99**	7th Grade: Non-Consumable Kit **- $291.99**	8th Grade: Non-Consumable Kit **- $124.99**	
Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	Miscellaneaus Materials (not in the kits) are listed below	
Course	**Item**	**Description**	**For more information**
	Rulers		non-consumable kit
	String		non-consumable kit
	Toothpicks, pencils, straws, or other objects		non-consumable kit

Estimated Course Materials Budget: **Algebra 1 Manipulative Kit - $143.99** **Geometry Manipulative Kit - $366.99** Miscellaneous materials (not in the kit) can likely be found around school or home				
Course	**Item**	**Recommended quantities for 28 students**	**Description**	**For more information**
Algebra content related materials	**A collection of balls that bounce**			You can view the required Materials at the KendallHunt/IM website.
	Blank paper			
	Colored pencils			
	Four-function calculators			
	Glue or glue sticks			
	Measuring tapes			
	Rulers			
	Scientific Calculators			
Geometry content related materials	**Colored pencils**			
	Dried linguine pasta		We specify linguine because it is flatter and less likely to roll around than spaghetti.	
	Four-funtion calculators			
	Highlighters			
	Measuring tapes			
	Metal paper fasteners		brass brads	
	Protractors		Pre-printed cards, cut from copies of the blackline master (accessible through the Platform)	
	Scientific calculators			
	Sticky notes			
High School Geometry toolkits	**Index cards to use as straightedges**			
	Compasses			
	Tracing paper or patty paper			
	Colored pencils			
	Scissors			

Estimated Course Budget:
Geometry Manipulative Kit - $366.99
Algebra 2 Manipulative Kit - $190.99
Miscellaneous materials (not in the kit) can likely be found around school or home

Course	Item	Recommended quantities for 28 students	Description	For more information
Geometry Content Related Materials	**Colored pencils**			
	Four-funtion calculators			
	Graph paper			
	Index cards			
	Isometric dot paper			
	Measuring tapes			
	Measuring tools			
	Mirrors		Flat mirrors. A mirror should be small enough to be portable, but large enough that it can be placed on the ground a few feet away from an observer, and the observer can site the top of a tall object in the mirror.	
	Number cubes		cubes with sides numbered from 1 to 6	
	Origami paper			
	Paper bags			
	Protractors		Pre-printed cards, cut from copies of the blackline master (accessible through the Platform)	
	Rulers			
	Rulers marked with centimeters			
	Scientific calculators			
	Scissors			
	Sticky notes			
	Straws			
	String			
	Tape			
	Tools for creating a visual display		Any way for students to create work that can be easily displayed to the class. Examples: chart paper and markers, whiteboard space and markers, shared online drawing tool, access to a document camera.	
	Unlined index cards			
	Index cards to use as straightedges			

Estimated Course Budget:
Geometry Manipulative Kit - $366.99
Algebra 2 Manipulative Kit - $190.99
Miscellaneous materials (not in the kit) can likely be found around school or home

Course	Item	Recommended quantities for 28 students	Description	For more information
High School Geometry toolkits	**Compasses**			
	Tracing Paper or patty paper			
	Blank paper			
	Colored pencils			
	Scissors			
Algebra 2 Content Related Materials	**Colored pencils**			
	Copies of blackline master			
	Graph paper			
	Index cards			
	Number cubes		cubes with sides numbered from 1 to 6	
	Paper bags			
	Rulers			
	Ruler marked with centimeters			
	Scientific calculators			
	Scissors			
	Tape			
	Tools for creating a visual display		Any way for students to create work that can be easily displayed to the class. Examples: chart paper and markers, whiteboard space and markers, shared online drawing tool, access to a document camera.	

Estimated Course Budget:
Geometry Manipulative Kit - $366.99
Algebra 2 Manipulative Kit - $190.99
Miscellaneous materials (not in the kit) can likely be found around school or home

Course	Item	Recommended quantities for 28 students	Description	For more information
Geometry Content Related Materials	**Blank paper**			
	Clay			
	Coins		any fair two-sided coin	
	Colored pencils			
	Cylindrical food items		Approximately cylindrical food items that can be easily sliced. Examples include carrots or cheese sticks.	
	Dental floss			
	1/2 -inch cubes			
	Graph paper			
	Index cards			
	Pre-cut figures		Figures cut from cardboard or card stock with at least one straight side that can be taped to a pencil. Shapes might include various polygons, half-discs, and composites of these.	
	Protractors		Pre-printed cards, cut from copies of the blackline master (accessible through the Platform)	
	Rulers			
	Scientific calculators			
	Scissors			
	String			
	Tape			
	Tools for creating a visual display		Any way for students to create work that can be easily displayed to the class. Examples: chart paper and markers, whiteboard space and markers, shared online drawing tool, access to a document camera.	
High School Geometry toolkits	**Index cards to use as straightedges**			
	Compasses			
	Tracing Paper		"Tracing paper" is easiest to use when it's a smaller size. Commercially-available "patty paper" is 5 inches by 5 inches and ideal for this. If using larger sheets of tracing paper, consider cutting them down for student use.	

Estimated Course Budget:
Geometry Manipulative Kit - $366.99
Algebra 2 Manipulative Kit - $190.99
Miscellaneous materials (not in the kit) can likely be found around school or home

Course	Item	Recommended quantities for 28 students	Description	For more information
	Blank paper			
	Colored pencils			
	Scissors			
Algebra 2 Content related materials	**Blank paper**			You can view the required materials on the Kendall Hunt / IM website.
	Circular objects of different sizes		A collection of objects that are a circle or have a circular face. Examples include plates, cans, cookie tins, and hockey pucks.	
	Coins		any fair two-sided coin	
	Colored pencils			
	Graph paper			
	Objects for Tower of Hanoi		If not using the digital applet, each student could use a quarter, nickel, penny, and dime, and a piece of paper with 3 circles drawn on it.	
	Paper bags			
	Ribbon or string			
	Rulers			
	Scientific calculators			
	Scissors			
	Slips with student names			
	Statistical technology			
	Stopwatches			
	Straightedges		A rigid edge that can be used for drawing line segments. Sometimes a ruler is okay to use as a straightedge, but sometimes it is preferable to use an unruled straightedge, like a blank index card.	
	Tape			
	Tools for creating a visual display		Any way for students to create work that can be easily displayed to the class. Examples: chart paper and markers, whiteboard space and markers, shared online drawing tool, access to a document camera.	
	Tracing paper or patty paper			

Estimated Course Budget: apx $180				
Course	**Item**	**Recommended quantities for 28 students**	**Description**	**For more information**
Modeling and Statistical Reasoning	Measuring tapes or tape measures			
	Compasses			
	Paper clips			
	Protractors			
	Straightedges			
	A class set of pennies			
	Two class sets of colored dice			
	Mini-whiteboards			
	Whiteboard markers			
	Erasers			
	Large sheets of paper			

Science Base Curriculum

School Year

High school and middle school English Grades 6-11
The science curriculum is built using the Common Core Standards and is aligned to Next Generation Science Standards.

High School English Grade 12
The science curriculum in grades 12 is aligned to AP Course standards.

Supplies and Materials

The purpose of this spreadsheet is to provide context for the supplies required for the Projects in the Science Base Curriculum for the school year. To gain a better idea of how materials are used, it is highly recommended to read the associated Project, activities, and daily plans associated with the listed materials to better understand instructions related to set-up and implementation.

Helpful information for understanding this spreadsheet and acquiring necessary materials:

1) All specified quantities and group distributions are **recommendations**. We acknowledge that our recommendations might not match the needs and dimensions of every classroom. Adjust the material distributions to fit your classroom's resources and needs.

2) Some **items may appear across multiple Projects**. Avoid over-ordering supplies by noting which materials can carry over to different Projects.

3) Many materials can easily be purchased at any **hardware store, craft store, or online vendor**. Included in this spreadsheet are specific links to material sources (the Source Column—Column D) to provide recommendations of where materials can be obtained. Note that the source locations listed (links to Amazon, etc.) are for reference only. They do not always represent the exact materials that have to be purchased. **Consider shopping around** for similar materials that cost less. Where relevant, notes are included in each spreadsheet to purchase alternative materials or materials that serve the same purpose but cost less (for example, instead of buying a rubber test-tube stopper, one can purchase modeling clay that serves the same purpose.)

4) Select Projects in STEM 4 and STEM 5 are still **under construction** and the materials are subject to revision. These are denoted with a red disclaimer.

5) **For 6-8th courses:** If you are following the preferred **NGSS Integrated Science (Stanford) pathway**, please check the tabs for Science 6-8: NGSS Integrated to locate the Projects in your sequence. If you are following the **legacy Disciplinary Science pathway**, please check the tabs for Science 6-8: Legacy to locate the Projects in your sequence.

6) If any revisions are made to the materials listed in this tracker, they will be recorded in the Updates tab and the row within the course specific tabs will be highlighted in yellow.

For questions or clarifications, reach out to **support@summitlearning.org**

INSTRUCTIONS: Inventory your Grade-Level Kit of nonconsumable items and any remaining consumables.
As you inventory your kits, mark the quantity you **HAVE** on this sheet.
Any quantity you **NEED** will be calculated for you automatically.
Send final sheets to ECA or internal contact to organize reorders.

Materials are available through: ECA https://www.eca.bz/openscied

Grade	Kit Title	Used In Units	Goods#	Item Description	Qty in Kit	Qty Inventoried	Qty Needed	Item Type
6	Grade 6 Grade-Le	6.4	41086	Bags, Labeled "Data Sets #1-6", 1 Set/Bundle, 6 S	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	36720	Balls, Ping Pong, 2/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	40320	Beaker, 500ml Plastic Translucent	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.3	42759	Binder Clip, Large 2" Top, 1/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1	38167	Binder Clips, Small, 4 Boxes/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	30773	Bingo Chips, 3/4" Dia, Blue, 20/Bag, 8 Bags/Bag	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.2	30772	Bingo Chips, 3/4" Dia, Yellow, 4/Bag, 8 Bags/Bag	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.3	5980	Bottle, 1 L, Plastic Clear, Ribbed Water Bottle	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.3	33922	Bottle, 2 L, Body And Neck Cut, 1 Each/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	40712	Bottle, 2 L, Bottom Cut Off, W/Cap	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.3	42843	Bowls, Plastic, Rigid, 6oz, Dessert Bowls, 8/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1	38041	Box Model Mini,Two Kraft Boxes W/Holes And Ru	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.2	12011	Box, Cardboard Corrugated 12" X 12" X 12"H	3		3	Nonconsumable
6	Grade 6 Grade-Le	6.3	36857	Box, Clr Plstc Storage, 6-Qt, 13 5/8"LX8 1/4"WX4	16		16	Nonconsumable
6	Grade 6 Grade-Le	6.4	40515	Brick, Solid	3		3	Nonconsumable
6	Grade 6 Grade-Le	6.3	42846	Chopstick, Bamboo, 1 Pair/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	60	Container, Clear Plastic Deli .5 Liter, 16 FlOz	4		4	Nonconsumable
6	Grade 6 Grade-Le	6.2	40849	Cup, Metal, 16 Floz, Single Wall	4		4	Nonconsumable
6	Grade 6 Grade-Le	6.2	41150	Cup, Metal, 20 Floz, Double Wall W/Lid	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	4022	Cup, Plastic Clear Souffle 2.5 Oz Solo T250	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.2	41149	Cup, Plastic, 16 Oz, Double Wall W/Lid+Straw(Air	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.4	37498	Cups And Lids, 2 Oz, 4 Sets/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	38008	Cups And Lids, Plastic, Black, 16 Oz, 6 Sets/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	38009	Cups And Lids, Plastic, White, 16 Oz, 6 Sets/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	4396	Cups, Plastic Clear 9 Oz SOLO TP9 32/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40939	Cups, Plastic Souffle Clear 2 Oz, 16/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40572	Data Card Sets,6.4,S America & Africa Evidence M	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40574	Data Cards On Other Mountains & Mt Everest, 6.	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40525	Data Cards, 6.4, Antarctica Pieces,Perforated,1 Se	1		1	Nonconsumable

6	Grade 6 Grade-Le	6.4	40581	Data Cards, 6.4, Landmass Data 8.5x11 Sets #1-6	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40580	Data Cards, 6.4, Landmass Puzzles #1-6, 6 Each/B	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40576	Data Cards,6.4,Earth Materials Found At Mntn Sit	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	37030	Extract, Vanilla (Imitation), 1 Oz Bottle	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	38691	Fan, Electric, Box Fan, Two Speeds, 10"	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1	38595	Flashlights And AA Batteries,Zooming Capabilities	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.4	40477	Foam Cosplay, 1/8" Thick, 4"X12", 8/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40518	Foam Sheet, 12" X 12" X 1/4" Thick	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.4	40520	Foam Sheets, 4" X 12" X 1/4" Thick, 8/Bundle	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3, 6.4	40704	Gel Packs, Hot And Cold Reusable, Opaque, 3/Pac	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	7804	Globe, Inflatable, 12"	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40200	Globes, Mini Squeezable, Countries Labeled, 2.48	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40432	Globes, Mini Squeezable, Not Labeled, 2 3/4", 8/	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2, 6.3, 6.4	39097	Gloves, Oven Mitts, 8/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40498	Glue Gun And Stick, Hot Glue, Mini, 1 Each/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	36858	Hair Dryer, Blow Dryer	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1	38621	Hand Lens, Magnifier, 3 1/2" Lens	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.3, 6.4	37774	Hand Lenses, (3x,6x), 32/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41468	Handouts, 6.6, Images Of Cell Splitting, 32/Envelo	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3, 6.4	40607	Heating Pad, 12" X 15", Plug-In	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.3	40701	Humidity Probes W/Velcro Hooks+Loops, 10 Sets	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	40706	Jar, Glass, Mason, Wide Mouth, 16 Oz	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2, 6.3	38668	Kettle, Electric, Cordless, 1.7L, 1100W	4		4	Nonconsumable
6	Grade 6 Grade-Le	6.2	44032	Knife, Butter Metal	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	41151	Koozie	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1	38013	Laser Pointer, W/Batteries	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	37928	Lid, Fits G#36857 Storage Box	16		16	Nonconsumable
6	Grade 6 Grade-Le	6.2	1510	Lids, Fit Deli Containers, 5/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	37672	Lids, Silicone, Stretchy, Fit Metal Cup G#37940, 4,	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2, 6.3	26934	Light Bulbs, Incandescent, 100 Watt, 8/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2, 6.3	42189	Light Fixtures, Sockets With Clamps, 8/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1, 6.2, 6.3	38606	Light Meter, 0-100,000 Lux	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.2	7033	Lighter, Bic	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	30781	Magnets, Disc, 3/4", Blue, 20/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	30782	Magnets, Disc, 3/4", Yellow, 4/Bag	1		1	Nonconsumable

6	Grade 6 Grade-Le	6.3	42170	Magnets, Marbles, 160/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	30791	Magnets, Spherical, Flat On One Side,5/8",30/Ba	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40480	Map, 6.4, Global/World Relief, 3'X6'	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	30795	Marbles, Glass, Asst Colors, 5/8", 30/Bag, 8 Bags/	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	36493	Marker, Sharpie Fine Point Black Permanent	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4, 6.6	40609	Markers, Dry Erase, Fine Point, Black, 16/Bag	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.6	40364	Markers, Highlighter, Chisel Point, Yellow, 16/Bag	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.4	38609	Markers, Sharpie, Flip Chart, 4/Set (Blck, Rd, Grn,	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40941	Measuring Tape, Metal, Retractable, 16ft	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	42174	Mugs, Coffee, 8oz, Plastic With Handle, 10/Bag	5		5	Nonconsumable
6	Grade 6 Grade-Le	6.2	44048	Paint Brushes, Plastic Handle 7", 16/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	19375	Pan, Aluminum Rectangular, 17 5/8" X 12 1/5" X	16		16	Nonconsumable
6	Grade 6 Grade-Le	6.2	38682	Pan, Metal, Cookie Sheet, 9x13	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.2	17116	Paper Clips, #1, 16/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	35411	Pencil Set, Colored, 12 Pencils/Box Or Bag	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.3	38355	Pencils, Orange Lead, 24/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	38528	Picture Cards, 6.3, Hailstone Images, 11"X17", 8/	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1	38031	Picture Frame Mats For Box Model Mini, W/Mirr	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1	38030	Picture Frame Mats For Box Model Mini,W/1-Wa	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1	38032	Picture Frame Mats For Box Model, W/Glass (Ple	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2, 6.4, 6.6	32548	Pitcher, 2 Qt 2 L English & Metric With Lid Sterlite	3		3	Nonconsumable
6	Grade 6 Grade-Le	6.6	41471	Reference Cards, 6.6, Animal & Plant Cell Images,	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41448	Reference Cards, 6.6, Close-Up Diagrams, 32 Sets	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41451	Reference Cards, 6.6, Interpreting MRI, 32/Envelo	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41474	Reference Cards, 6.6, Mammalian/Animal Blood	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41462	Reference Cards, 6.6, Microscope Images Of Nerv	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41465	Reference Cards, 6.6, Microscope Images, 32/Env	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41851	Reference Cards, 6.6,Med Professional View,32Ca	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	42188	Reflector (No Socket Or Clamp) For Clamp Socket	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.4	40408	Rock Sample Sets, Station A, OpenSciEd 6.4, 4 Set	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.3	33933	Rocks, Large, 1 1/2" - 2 1/2", 1 Qt/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41422	Rod, Stir, Glass, 1/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2, 6.3	37848	Scale, Digital, 1000g+ X 0.1g	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.3, 6.6	40367	Sheet Protectors, Clear, Standard Weight, 100/Pa	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.6	41432	Slides, Prepared, Human Blood, In Cover Slips, 8/	1		1	Nonconsumable

6	Grade 6 Grade-Le	6.6	41428	Slides, Prepared, Human Bone, In Cover Slips, 8/E	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41430	Slides, Prepared, Human Muscle, In Cover Slips, 8	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.6	41431	Slides, Prepared, Human Skin, In Cover Slips, 8/Ba	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	37925	Spoon, Metal Teaspoon	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.1	38386	Stand Up Figures, Plastic People, Any Color, 30/Ba	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	37812	Stopwatches, 8/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	27279	Tape, Packing, 1.88"X 22.2 Yds, W/Holder	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.4	40961	Thermal Bag, Insulated Lunchbag, 9.25"X10"X0.5	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.2, 6.3	41812	Thermometers, Digital, Cooking, 16/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2, 6.3	36876	Tray, Ice	8		8	Nonconsumable
6	Grade 6 Grade-Le	6.4	31536	Tray, Plastic Cafeteria 10" X 14", Choice Brand	10		10	Nonconsumable
6	Grade 6 Grade-Le	6.1	34455	Tubes, Cardboard, 1.5/8"ID X 4"L, 8/Bag	1		1	Nonconsumable
6	Grade 6 Grade-Le	6.2	20969	Wood, Block, 2"X 4"X 6"	2		2	Nonconsumable
6	Grade 6 Grade-Le	6.4	40521	World Map, Lesson 11 Base Print, 11"X17", 32/Ba	1		1	Nonconsumable
6	6.1 Light & Matter		37607	Driving Question Board Supplies	5		5	Consumable
6	6.1 Light & Matter		35651	Flour, White, 1/2 Cup/Bag	1		1	Consumable
6	6.1 Light & Matter		209	Index Cards, 3 X 5 Ruled, Pack Of 100	3		3	Consumable
6	6.1 Light & Matter		39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
6	6.1 Light & Matter		266	Putty, Adhesive Mounting, Scotch, 2 Oz Pack	1		1	Consumable
6	6.1 Light & Matter		42143	Sticky Note Pad, Any Color, 3m Brand, 1.5" X 2"	3		3	Consumable
6	6.1 Light & Matter		40910	Sticky Note Pad, Any Color, 6" X 8" (Sticky On Lon	4		4	Consumable
6	6.2 Thermal Energy		41622	Candles, Tea Lights, 3/Bag	1		1	Consumable
6	6.2 Thermal Energy		41624	Cardboard Sleeves, Hot Cup Sleeve, Fits 12-24oz (	1		1	Consumable
6	6.2 Thermal Energy		2009	Cotton Balls, White, Jumbo, 100/Bag	4		4	Consumable
6	6.2 Thermal Energy		30813	Cups, Paper Hot, 16 Oz, No Handles, 8/Bag	5		5	Consumable
6	6.2 Thermal Energy		19986	Cups, Plastic Clear 16 Oz Solo 50/Bag	5		5	Consumable
6	6.2 Thermal Energy		41626	Cups, Styrofoam 8 Oz, 40/Bag	1		1	Consumable
6	6.2 Thermal Energy		37607	Driving Question Board Supplies	5		5	Consumable
6	6.2 Thermal Energy		41636	Fabric, Felt, 6" X 6" Squares, Any Color, 40 Pieces,	5		5	Consumable
6	6.2 Thermal Energy		41637	Foam Craft Sheets, Any Color, 9" X 6" , 2mm, 100	1		1	Consumable
6	6.2 Thermal Energy		169	Foil, Aluminum 25 Sqft X 12" Roll	3		3	Consumable
6	6.2 Thermal Energy		29663	Food Coloring, Red (.3 Floz Bottle)	1		1	Consumable
6	6.2 Thermal Energy		209	Index Cards, 3 X 5 Ruled, Pack Of 100	8		8	Consumable
6	6.2 Thermal Energy		30810	Lids, Fit G#2018, SOLO Slotted, No.626P, 50/Bag	1		1	Consumable
6	6.2 Thermal Energy		41695	Lids, Fits 10oz-20oz Paper Cups, 40/Bag	1		1	Consumable

6	6.2 Thermal Energy	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
6	6.2 Thermal Energy	43041	Paints, Tempera, Black & White, 8 Oz Bottle Each	2		2	Consumable
6	6.2 Thermal Energy	96	Plastic Wrap, Clear (100 Sq Ft Roll)	1		1	Consumable
6	6.2 Thermal Energy	18544	Rubber Bands, #19 100/Bag	2		2	Consumable
6	6.2 Thermal Energy	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
6	6.2 Thermal Energy	1713	Sticky Note Pads, Yellow 1.5" X 2" 5/Bag	1		1	Consumable
6	6.2 Thermal Energy	2209	Straws, Plastic Jumbo Clear Wrapped 250/Bag	1		1	Consumable
6	6.2 Thermal Energy	38619	Tapes, Masking 3/4" X 60 Yds, 5/Bag	2		2	Consumable
6	6.2 Thermal Energy	2438	Towels, Paper Roll, 2-Ply	4		4	Consumable
6	6.3 Weather, Climate & Water Cycl	411	Bag, Plastic, Reclosable, 9 X 12 Clear 4 Mil Gallon	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	1451	Bags, Plastic, Reclosable, 7X8 2 Mil 1 Liter, 25/Bag	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	37998	Barometer Parts, OpenSciEd 6.3	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	42827	Bubble Solution, 32 Oz Bottle, 1/Bag	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	8293	Cups, Plastic Souffle Clear 1.25 Oz, 16/Bag	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	37607	Driving Question Board Supplies	5		5	Consumable
6	6.3 Weather, Climate & Water Cycl	38891	Food Coloring, Blue 2 Oz Bottle In Bag	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	38800	Food Coloring, Red 2 Oz Bottle In Bag	5		5	Consumable
6	6.3 Weather, Climate & Water Cycl	42848	Glue, Super Glue, 2g	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	209	Index Cards, 3 X 5 Ruled, Pack Of 100	13		13	Consumable
6	6.3 Weather, Climate & Water Cycl	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	41641	Paper, Tissue, Strips, 1"X10", Assorted Colors, 50/	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	33907	Pipettes, Plastic, 3 Ml, 20/Bag	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	33931	Sand, Clean Brown, 3 Lb/Bag	2		2	Consumable
6	6.3 Weather, Climate & Water Cycl	24881	Soil, Garden Soil, 1 Qt/Bag	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	40590	Sticky Note Pad, Yellow 4" X 6"	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	41638	Sticky Note Pads, 3 Each Of 3 Colors, 3" X 3", 9 Pa	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	41640	Straws, Drinking Flexible Wrapped, White, 7 5/8"	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	39690	Tapes, Transparent, Scotch, 1/2" X 450" W/Holde	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	2438	Towels, Paper Roll, 2-Ply	3		3	Consumable
6	6.3 Weather, Climate & Water Cycl	41643	Wax Paper, Squares, 6" X 6", 160/Bag	1		1	Consumable
6	6.3 Weather, Climate & Water Cycl	41645	Yarn, 3 Ply Orange 12" Pieces, 50/Bag	1		1	Consumable
6	6.4 Plate Tectonics & Rock Cycling	3598	Clay, Modeling, Cream, 1/4 Lb Sticks 4/Bag	2		2	Consumable
6	6.4 Plate Tectonics & Rock Cycling	37607	Driving Question Board Supplies	5		5	Consumable
6	6.4 Plate Tectonics & Rock Cycling	27531	Foil Pieces, Aluminum 6"X6", 60/Bag	1		1	Consumable

6	6.4 Plate Tectonics & Rock Cycling	40424	Food Coloring, Blue (.3 Floz Bottle)	1		1	Consumable
6	6.4 Plate Tectonics & Rock Cycling	209	Index Cards, 3 X 5 Ruled, Pack Of 100	10		10	Consumable
6	6.4 Plate Tectonics & Rock Cycling	40422	Insulation, Foam Board, Pink, 1/2" Thick, 12" X 12	5		5	Consumable
6	6.4 Plate Tectonics & Rock Cycling	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
6	6.4 Plate Tectonics & Rock Cycling	40942	Plates, Paper White 9", 3/Bag	1		1	Consumable
6	6.4 Plate Tectonics & Rock Cycling	37571	Sand, Fine, 1 Cup/Bag	1		1	Consumable
6	6.4 Plate Tectonics & Rock Cycling	41250	Sticky Note Pads, Any Color, 6" X 8", 7/Bag	1		1	Consumable
6	6.4 Plate Tectonics & Rock Cycling	40954	Student Handouts,North American Plate Manipu	5		5	Consumable
6	6.4 Plate Tectonics & Rock Cycling	2438	Towels, Paper Roll, 2-Ply	3		3	Consumable
6	6.5 Natural Hazards	40266	Card Sets, Tsunami Solution Ranking, 8 Cards/Set	1		1	Consumable
6	6.5 Natural Hazards	37607	Driving Question Board Supplies	5		5	Consumable
6	6.5 Natural Hazards	209	Index Cards, 3 X 5 Ruled, Pack Of 100	3		3	Consumable
6	6.5 Natural Hazards	436	Index Cards, 3 X 5 Unruled, Pack Of 100	4		4	Consumable
6	6.5 Natural Hazards	16336	Index Cards, 5 X 8, Blue, Pack Of 100	2		2	Consumable
6	6.5 Natural Hazards	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
6	6.5 Natural Hazards	40910	Sticky Note Pad, Any Color, 6" X 8" (Sticky On Lon	3		3	Consumable
6	6.5 Natural Hazards	41859	Sticky Note Pads,3M,Three Different Colors,4" X 6	1		1	Consumable
6	6.5 Natural Hazards	36922	Tape, Transparent W/Disp, 1/2" X 450" Scotch Bra	3		3	Consumable
6	6.5 Natural Hazards	42286	Tip Sheet, Natural Hazards, Openscied 6.5 (Visual	1		1	Consumable
6	6.6 Cells & Systems	41846	Cups W/Lids,Plastic Souffle 2 Floz,Labeld"Plain W	1		1	Consumable
6	6.6 Cells & Systems	41847	Cups W/Lids,Plastic Souffle 2 Floz,Labeled"Salt W	1		1	Consumable
6	6.6 Cells & Systems	37607	Driving Question Board Supplies	5		5	Consumable
6	6.6 Cells & Systems	209	Index Cards, 3 X 5 Ruled, Pack Of 100	4		4	Consumable
6	6.6 Cells & Systems	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
6	6.6 Cells & Systems	48	Paper Clips, #1, Box Of 100	2		2	Consumable
6	6.6 Cells & Systems	41853	Paper, Graph, Milimeter, 2cm X 4cm" Pieces, 50/E	1		1	Consumable
6	6.6 Cells & Systems	33907	Pipettes, Plastic, 3 Ml, 20/Bag	1		1	Consumable
6	6.6 Cells & Systems	1844	Salt, Table Salt, Iodized, 150g/Bag	1		1	Consumable
6	6.6 Cells & Systems	41417	Slides And Coverslips, Glass, 72 Slides+100 Cover	1		1	Consumable
6	6.6 Cells & Systems	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
6	6.6 Cells & Systems	21001	Tapes, Transparent, Scotch, 1/2" X 450" W/Holde	1		1	Consumable
6	6.6 Cells & Systems	2963	Tissue, Optical Lens Wipe 4x6 Sheets, 50 Sheets/	1		1	Consumable
6	6.6 Cells & Systems	41855	Toothpicks, Round, 50/Bag	1		1	Consumable
6	6.6 Cells & Systems	41857	Towel, Paper, Pieces, 2" X 3", 160/Bag	1		1	Consumable
6	6.6 Cells & Systems	27060	Water, Distilled, 2L/Bottle	1		1	Consumable

INSTRUCTIONS: Inventory your Grade-Level Kit of nonconsumable items and any remaining consumables.
As you inventory your kits, mark the quantity you **HAVE** on this sheet.
Any quantity you **NEED** will be calculated for you automatically.
Send final sheets to ECA or internal contact to organize reorders.

Materials are available through: ECA https://www.eca.bz/openscied

Grade	Kit Title	Used In Units	Goods#	Item Description	Qty in Kit	Qty Inventoried	Qty Needed	Item Type
7	Grade 7 Grade-Le	7.5	9820	Bags, Plastic, Reclosable, 6x6 2 Mil, 32/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.3	42113	Beaker, 1000ml Glass, Pyrex	2		2	Nonconsumable
7	Grade 7 Grade-Le	7.2	40319	Beaker, 100ml Plastic Translucent	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1, 7.2	38024	Beakers, 600ml Glass, Pyrex, 4/Box	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	40712	Bottle, 2 L, Bottom Cut Off, W/Cap	8		8	Nonconsumable
7	Grade 7 Grade-Le	7.1	37618	Bottle, Plastic, Clear, 17 Floz, Water, Empty, W/ Cap	8		8	Nonconsumable
7	Grade 7 Grade-Le	7.6	37647	Bottle, Trigger Spray, 1 Pt (Includes Trigger Spray)	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.3, 7.6	41919	Bowl, Pyrex, 4.75qt, W/Hole In Lid	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	36857	Box, Clr Plstc Storage, 6-Qt, 13 5/8"LX8 1/4"WX4 7/8"H	8		8	Nonconsumable
7	Grade 7 Grade-Le	7.4	37810	Burette Clamp, Single, Boss Head, Coated Jaws	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.5	27698	Candy, Starburst, 2.07oz Pack	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.5	42156	Card Set, 7.5, Orang Utan Name Cards, 3 Sheets/Envelop W/Lbl	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.5	40359	Card Set, 7.5, Squares W/ "X/Few/Many/None", 320 Squares/Set	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.3	30863	Card Sets, 7.3, Food Molecule Cards, 7Cards/Set, 16 Sets/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.4	40509	Card Sets, 7.4, Nutrition Labels, 7 Pages/Set, 8 Sets/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	41512	Card Sets, 7.6, Carbon Solution Cards,16Cards/Set,8 Sets/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	41497	Card Sets, 7.6, Drought And Flood, 24 Cards/Set, 8 Sets/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	41509	Card Sets, 7.6, Fuel Molecule Cards, 8 Sets/Envelope W/Label	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	41515	Card Sets, 7.6, Water Solution Cards,15Cards/Set, 8 Sets/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	38095	Clamp, Test Tube With Finger Hold	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.3	41148	Container, 2.1qt, Food Storage, Airtight	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	60	Container, Clear Plastic Deli .5 Liter, 16 FlOz	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	392	Container, Clear Plastic Deli 1 L (1 Qt), 32 Oz, Pro-Kal	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40844	Container, Clear Plastic Deli 2 L (2 Qt), 64 Oz	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40186	Container, Clear Plastic Deli, Square, 48 FlOz	8		8	Nonconsumable
7	Grade 7 Grade-Le	7.1	2009	Cotton Balls, White, Jumbo, 100/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37825	Cups, Labeled A, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37826	Cups, Labeled B, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37827	Cups, Labeled C, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37828	Cups, Labeled D, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37829	Cups, Labeled E, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37830	Cups, Labeled F, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable

7	Grade 7 Grade-Le	7.1	37831	Cups, Labeled G, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37832	Cups, Labeled H, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37833	Cups, Labeled I, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37834	Cups, Labeled J, 3 Floz, Plastic, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37846	Cups, Large Cups Set A-J, Lesson 4, 1 Set Of 10 Cups/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	1500	Cups, Plastic Souffle Clear 3.25 Oz, 32/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40284	Cups, Souffle, 3.25 Floz, Labeled A-F, 1 Set Of 6 Cups/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	34703	Cups, Styrofoam 8 Oz, 2/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	41506	Data Cards, 7.6, Alaska Graphs, 4 Pages/Set, 8 Sets/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	41503	Data Cards, 7.6, Graphs, 6 Pages/Set W/Label	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	38977	Dice, 16/Bag	2		2	Nonconsumable
7	Grade 7 Grade-Le	7.1	37762	Electrodes For Brownlee Apparatus, 4 Sets/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	23809	Extracts, Peppermint, Vanilla, Lemon, Lavender, 1 Ea/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37765	Eyedroppers, 3", Glass Clear W/Black Squeeze Bulb, 2/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37768	Flasks, Erlenmeyer, 250ml, Glass, Pyrex, 2/Box	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.4	40592	Forceps, Plastic 4 1/2" L, 8/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40289	Funnels, 8 Oz, 8/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.4	40594	Glasses, Safety, UV Protection	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37770	Glove, Oven Mitt	2		2	Nonconsumable
7	Grade 7 Grade-Le	7.1	38001	Graduated Cylinders, Plastic, Clear, 25ml, 16/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1, 7.4, 7.6	37774	Hand Lenses, (3x,6x), 32/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40273	Heaters, MRE Flameless Heaters, 3/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	40607	Heating Pad, 12" X 15", Plug-In	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.3, 7.4	38640	Hot Pot, (Kettle), 1 Quart Size	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	40701	Humidity Probes W/Velcro Hooks+Loops, 10 Sets/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.4	40595	Hydroponic Garden Kit	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40329	Jug, Plastic Water Collapsible 5 Gallon	2		2	Nonconsumable
7	Grade 7 Grade-Le	7.3	5301	Knives, White Plastic 8/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40292	Lid, Fits Deli Container G#40844	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37928	Lid, Fits G#36857 Storage Box	8		8	Nonconsumable
7	Grade 7 Grade-Le	7.2	27330	Lids, Deli Plastic, 2/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.4	40596	Light Bulb, LED, Grow, 50 Watt	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.4	38532	Light Fixture,Socket With Clamp + Reflector, 120-150 Volt	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.3, 7.6	40947	Lighters, Butane, Long Stem, 8/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37911	Magnets, Disc, Ceramic, 0.75", 32/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	41518	Markers, 8 Assorted, Sharpie Flip Chart Markers	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.3, 7.5	37640	Markers, Dry Erase, Set Of 8, Asst Colors	8		8	Nonconsumable
7	Grade 7 Grade-Le	7.6	40364	Markers, Highlighter, Chisel Point, Yellow, 16/Bag	2		2	Nonconsumable
7	Grade 7 Grade-Le	7.3, 7.4, 7.6	40911	Markers, Sharpie Fine Pt Black, 16/Bag	2		2	Nonconsumable

7	Grade 7 Grade-Le	7.6	36411	Measuring Cup, Plastic, 1 Cup	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40316	Measuring Cup, Platic, 4 Quart	4		4	Nonconsumable
7	Grade 7 Grade-Le	7.4	38884	Measuring Spoon, 1 Tbsp Blue, 1/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	41476	Odor Jars, 4 Different Scents, Color Coded, 8 Each/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40330	Pail, Plastic, 3 Gallon, W/ Handle	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.3	362	Pan, Tart Aluminum, 16/Bag, 4 3/8"X1 3/16"X .0025"	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	40366	Pencil Sets, Colored, 12 Pencils/Box, 8 Boxes/Bundle	4		4	Nonconsumable
7	Grade 7 Grade-Le	7.5	40373	Pens, Ball Point, Red, 32/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.5	41965	Poster Pad, Dry Erase, 15" X 16", 10 Sheets/Pad	5		5	Nonconsumable
7	Grade 7 Grade-Le	7.1	38694	Rack, Test Tube, 12-Hole, 26mm	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.4	37811	Ring Stand Set, 5"X8" Cast Iron Base, 20" Rod	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.6	41442	Saucers, Terra Cotta, 6", 8/Box	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1, 7.2, 7.3	37848	Scale, Digital, 1000g+ X 0.1g	8		8	Nonconsumable
7	Grade 7 Grade-Le	7.3, 7.4, 7.6	40600	Sensor, CO2 And Humidity	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1, 7.2, 7.3	317	Spoons, Plastic, Med Wt White, 32/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	38091	Stopper, Rubber #6.5 W/ 1 Hole, 1/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37885	Stoppers, Rubber #1, 10/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37784	Stoppers, Rubber #6 Solid, 2/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.2	40331	Strainer, 6" Dia, Metal, Long Handle	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	35815	Test Tubes, Glass, 18 X 150mm, 10/Box	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1, 7.2	37787	Thermometers, Digital, Cooking, 8/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1, 7.6	36876	Tray, Ice	12		12	Nonconsumable
7	Grade 7 Grade-Le	7.2, 7.3	40318	Tray, Plastic Cafeteria 14" X 18"	8		8	Nonconsumable
7	Grade 7 Grade-Le	7.1	36842	Tube, Pvc Flex, 1/4"ID 3/8"OD, 2 Ft L	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37874	Tubes, Centrifuge, 15ml, W/Cap (Non Sterile), 8/Bag	1		1	Nonconsumable
7	Grade 7 Grade-Le	7.1	37912	Wires, 24", 4 Red, 4 Black (W/ Alligator Clips), 8/Bag	1		1	Nonconsumable
7	7.1 Chemical Reactions & Matter		23161	Alcohol, Isopropyl 250ml (99% Solution), 8 Floz Bottle	3		3	Consumable
7	7.1 Chemical Reactions & Matter		41216	Bags, Plastic, Double-Zip, Quart-Sized, 2 Mil, 5/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter		5073	Baking Soda, 1 Lb Box In A Bag	2		2	Consumable
7	7.1 Chemical Reactions & Matter		35754	Bath Bombs, Lavender Or Eucalyptus, Dr.Teals, 5/Packet	2		2	Consumable
7	7.1 Chemical Reactions & Matter		41478	Bath Bombs, Recipe A, 80/Container, 5 Containers/Box	1		1	Consumable
7	7.1 Chemical Reactions & Matter		41479	Bath Bombs, Recipe B, 160/Container, 5 Containers/Box	1		1	Consumable
7	7.1 Chemical Reactions & Matter		41480	Bath Bombs, Recipe C, 80/Container, 5 Containers/Box	1		1	Consumable
7	7.1 Chemical Reactions & Matter		41481	Bath Bombs, Recipe D, 80/Container, 5 Containers/Box	1		1	Consumable
7	7.1 Chemical Reactions & Matter		37891	Batteries, 9 Volt, Alkaline, 12/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter		41486	Calcium Carbonate, Powder, 100g Bottle, 2 Bottles/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter		36880	Candles, Tea Lights, 8/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter		17660	Citric Acid, Anhydrous Granular 480g/Tub	2		2	Consumable
7	7.1 Chemical Reactions & Matter		1211	Corn Starch, 1 Cup Container	1		1	Consumable

7	7.1 Chemical Reactions & Matter	41488	Cups, Plastic Clear 3 Oz, 50/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	37847	Cups, Plastic Clear Souffle 2 Floz Solo, 100/Sleeve	5		5	Consumable
7	7.1 Chemical Reactions & Matter	41490	Drink Mix, Lemonade, Sugar-Free, 15.25g/Pack, 50 Packs/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	41254	Drink Mix, Lemonade,Contains Sugar,18.9g/Pack, 50 Packs/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	37607	Driving Question Board Supplies	5		5	Consumable
7	7.1 Chemical Reactions & Matter	37893	Glycerin, 8 Floz/Bottle	3		3	Consumable
7	7.1 Chemical Reactions & Matter	209	Index Cards, 3 X 5 Ruled, Pack Of 100	5		5	Consumable
7	7.1 Chemical Reactions & Matter	41492	Labels, Removable, For Test Tubes, 24/Sheet, 5 Sheets/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	37899	Labels, Round, 1", Blue, Green, Orange, 189 Each/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	37895	Malic Acid, Capsules, 100/Jar	2		2	Consumable
7	7.1 Chemical Reactions & Matter	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
7	7.1 Chemical Reactions & Matter	41218	Matches, Fireplace, Wooden, 11", 40/Box	2		2	Consumable
7	7.1 Chemical Reactions & Matter	35773	Oil, Coconut, Unrefined, Jar, 4 Ounce Jar	5		5	Consumable
7	7.1 Chemical Reactions & Matter	38323	Oil, Olive, 16.9 Floz, Plastic Bottle	2		2	Consumable
7	7.1 Chemical Reactions & Matter	1176	Pan, Aluminum Mini-Loaf, 8" X 4"	8		8	Consumable
7	7.1 Chemical Reactions & Matter	8367	Pipettes, Plastic, 3 Ml, 109/Bag	2		2	Consumable
7	7.1 Chemical Reactions & Matter	41259	Plates, Paper 6" White, 80/Pack	2		2	Consumable
7	7.1 Chemical Reactions & Matter	17661	Salt, Epsom 500g/Tub	2		2	Consumable
7	7.1 Chemical Reactions & Matter	38633	Salt, Table Salt, Iodized, 1 Lb/Container (454g)	2		2	Consumable
7	7.1 Chemical Reactions & Matter	38089	Sandpaper, Medium, 3" X 3 5/8", 1/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	40910	Sticky Note Pad, Any Color, 6" X 8" (Sticky On Longer Sd)	1		1	Consumable
7	7.1 Chemical Reactions & Matter	37894	Sticky Note Pads, 1.5" X 2", 1 Yellow, 1 Green, 1 Blue/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	43958	Sticky Note Pads, Yellow 1.5" X 2" 10/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	4822	Stirrers, Coffee Wood Flat 200/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	41494	Straws, Plastic Super Jumbo, 5/Bag	1		1	Consumable
7	7.1 Chemical Reactions & Matter	6285	Sugar, White, Granulated, 1 Lb Box	2		2	Consumable
7	7.1 Chemical Reactions & Matter	42014	Toothpicks, Round, 250/Box	1		1	Consumable
7	7.1 Chemical Reactions & Matter	2438	Towels, Paper Roll, 2-Ply	3		3	Consumable
7	7.2 Chemical Reactions & Energy	22494	Bags, Plastic, Reclosable, 10x12 2 Mil Gallon Size, 5/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	41649	Bags, Plastic, Reclosable, 6 X 6 Clear 4 Mil, 100/BAG	2		2	Consumable
7	7.2 Chemical Reactions & Energy	41650	Bags, Plastic, Reclosable, 8 X 10 Clear 4 Mil, 100/BAG	2		2	Consumable
7	7.2 Chemical Reactions & Energy	5073	Baking Soda, 1 Lb Box In A Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	40282	Beads, Water, Assorted Colors, 2.29oz/Pack	3		3	Consumable
7	7.2 Chemical Reactions & Energy	40270	Cabbage Juice Powder, Red/Purple, 20 Grams/Bottle	1		1	Consumable
7	7.2 Chemical Reactions & Energy	12146	Container, Clear Plastic Deli 12oz	40		40	Consumable
7	7.2 Chemical Reactions & Energy	41652	Copper Sulfate, Pentahydrate, Crystals, 10 Lbs Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	41652	Copper Sulfate, Pentahydrate, Crystals, 10 Lbs Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	1500	Cups, Plastic Souffle Clear 3.25 Oz, 32/Bag	5		5	Consumable
7	7.2 Chemical Reactions & Energy	29116	Cups, Styrofoam 8 Oz, 16/Bag	1		1	Consumable

7	7.2 Chemical Reactions & Energy	40297	Cups, Styrofoam, 8 Floz, Labeled "High" And "A-F", 6/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	40299	Cups, Styrofoam, 8 Floz, Labeled "Low" And "A-F", 6/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	40298	Cups, Styrofoam, 8 Floz, Labeled "Medium" And "A-F", 6/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	37607	Driving Question Board Supplies	5		5	Consumable
7	7.2 Chemical Reactions & Energy	1711	Filter Papers, Coffee Round 8", 50/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	40325	Foil, Aluminum, Shredded W/Crosscut Shredder, 6 Woz/Bag	5		5	Consumable
7	7.2 Chemical Reactions & Energy	41177	Gloves, Nitrile, Large, 100/Box	10		10	Consumable
7	7.2 Chemical Reactions & Energy	41653	Heat Packs, Mini Hand Warmers, 40 Pairs/Box	1		1	Consumable
7	7.2 Chemical Reactions & Energy	41654	Heaters, MRE Flameless Heaters, 5/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	209	Index Cards, 3 X 5 Ruled, Pack Of 100	4		4	Consumable
7	7.2 Chemical Reactions & Energy	12633	Lids, Fit 4oz And 3.25oz Souffle Cups, 16/Bag	10		10	Consumable
7	7.2 Chemical Reactions & Energy	40327	Lids, Fits G#12146 Clear Plastic Deli 12 Oz, 8/Bag	5		5	Consumable
7	7.2 Chemical Reactions & Energy	40308	Lids, Labeled A-F, 3 Lids Each/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	33126	Lids, Plastic, Fit 8oz Styrofoam Cup G#9848, 16/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
7	7.2 Chemical Reactions & Energy	40268	MRE Meal With Heater	5		5	Consumable
7	7.2 Chemical Reactions & Energy	36455	Paper Clips, #1, 50/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	40278	Paper, Parchment, Pieces, 4"X4", 70/Bag	10		10	Consumable
7	7.2 Chemical Reactions & Energy	1522	Rubber Bands, #14, 100/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	38633	Salt, Table Salt, Iodized, 1 Lb/Container (454g)	1		1	Consumable
7	7.2 Chemical Reactions & Energy	41656	Steel Wool Pads, #3 Coarse, 10/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	40590	Sticky Note Pad, Yellow 4" X 6"	1		1	Consumable
7	7.2 Chemical Reactions & Energy	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
7	7.2 Chemical Reactions & Energy	2438	Towels, Paper Roll, 2-Ply	3		3	Consumable
7	7.2 Chemical Reactions & Energy	757	Vinegar, 1 Quart White Distilled, Plastic Bottle	5		5	Consumable
7	7.2 Chemical Reactions & Energy	757	Vinegar, 1 Quart White Distilled, Plastic Bottle	5		5	Consumable
7	7.3 Metabolic Reactions	30874	Amylase Enzyme Powder, 1oz/Pkg	1		1	Consumable
7	7.3 Metabolic Reactions	42784	Benedicts Solution, 500ml Bottle	1		1	Consumable
7	7.3 Metabolic Reactions	12427	Bromothymol Blue (BTB), 25 Ml/Bottle	1		1	Consumable
7	7.3 Metabolic Reactions	30906	Corn Starch, 10 Grams/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	35835	Crackers, Graham, Fresh Stack, 8 Halves/Stack, 6 Stacks/Box	1		1	Consumable
7	7.3 Metabolic Reactions	42842	Crackers, Saltine, No-Salt, 1-Lb/Box	2		2	Consumable
7	7.3 Metabolic Reactions	8291	Cup, Plastic Clear 20 Oz Solo TN20	3		3	Consumable
7	7.3 Metabolic Reactions	1291	Cups, Paper Hot 8 Oz, Solo, 50/Sleeve	1		1	Consumable
7	7.3 Metabolic Reactions	30813	Cups, Paper Hot, 16 Oz, No Handles, 8/Bag	2		2	Consumable
7	7.3 Metabolic Reactions	15106	Cups, Plastic Clear 20 Oz Solo, 8/Bag	5		5	Consumable
7	7.3 Metabolic Reactions	38511	Cups, Plastic Clear 3 Oz, 4/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	40440	Cups, Plastic Clear 3oz, Labeled "Benedict's Solu", 16/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	40441	Cups, Plastic Clear 3oz, Labeled "BTB", 10/Bag	1		1	Consumable

7	7.3 Metabolic Reactions	40438	Cups, Plastic Clear 3oz, Labeled "Distilled Water", 8/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	40436	Cups, Plastic Clear 3oz, Labeled "Glucose Solution", 8/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	40439	Cups, Plastic Clear 3oz, Labeled "Iodine", 16/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	40437	Cups, Plastic Clear 3oz, Labeled "Starch Solution", 8/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	40455	Cups, Plastic Clear 9oz, Labeled "Duck Fat", 8/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	40454	Cups, Plastic Clear 9oz, Labeled "Vegetable Oil", 8/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	42825	Dental Floss, White Unflavored, 55 Yd/Pk	1		1	Consumable
7	7.3 Metabolic Reactions	37607	Driving Question Board Supplies	5		5	Consumable
7	7.3 Metabolic Reactions	43945	Fat, Duck, 11oz Jar In A Bag	3		3	Consumable
7	7.3 Metabolic Reactions	41177	Gloves, Nitrile, Large, 100/Box	5		5	Consumable
7	7.3 Metabolic Reactions	30904	Glucose Powder, 100g/Container	1		1	Consumable
7	7.3 Metabolic Reactions	209	Index Cards, 3 X 5 Ruled, Pack Of 100	5		5	Consumable
7	7.3 Metabolic Reactions	42786	Iodine Solution, 0.05M, 500 Ml Bottle, 1/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	40504	Lids, Fits 10oz-20oz Paper Cups, 8/Bag	2		2	Consumable
7	7.3 Metabolic Reactions	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
7	7.3 Metabolic Reactions	42822	Measuring Cup, 10 Oz W/ Graduations	1		1	Consumable
7	7.3 Metabolic Reactions	42841	Oil, Vegetable Oil, 32 Floz	1		1	Consumable
7	7.3 Metabolic Reactions	39541	Pipettes, Plastic, 1 Ml W/ 1" Squeeze Bulb, 100/Bag	3		3	Consumable
7	7.3 Metabolic Reactions	40469	Poster, Outline Of The Upper Body, 19.5 X 30", OpenSciEd 7.3	5		5	Consumable
7	7.3 Metabolic Reactions	40471	Rice, Minute Rice, 1 Cup W/Label	1		1	Consumable
7	7.3 Metabolic Reactions	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	42276	Sticky Note Pads, Yellow 3" X 3" 5/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	2207	Straws, Drinking Flex Wrapped, 100/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	30910	Taco Shells, Hard, 10-15 Shells/Pack	1		1	Consumable
7	7.3 Metabolic Reactions	41658	Tea Light Tins, Empty, With Wicks, 100 Each/Set	1		1	Consumable
7	7.3 Metabolic Reactions	42838	Tube, Microcentrifuge, 1.5ml, W/Cap, 80/Pack	5		5	Consumable
7	7.3 Metabolic Reactions	41660	Tubing, Dialysis Membrane, 1" Wide, 6" Pieces, 50/Bag	1		1	Consumable
7	7.3 Metabolic Reactions	30911	Water, Carbonated, 16.9oz Bottle	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	3668	Apples, Dried, 0.35oz Bag	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	41662	Bag, Plastic, Reclosable, 16 X 18 Clear 2 Mil, 10/Bundle	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	4408	Bags, Paper Lunch #4, Brown, 16/Bundle	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	7049	Bags, Plastic, Reclosable, 6x6 2 Mil, 50/Bag	3		3	Consumable
7	7.4 Matter Cycling & Photosynthes	13847	Bags, Plastic, Reclosable, 9X12 2 Mil, 80/Bundle	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	40511	Bananas, Dried, 3oz Bag	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	33970	Beans, White, 15.5oz Can (W/Pull-Tab Opening)	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	11398	Benedicts Solution, 100ml Bottle	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	33954	Biuret Solution, 100 Ml Bottle	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	28177	Bromothymol Blue (BTB), 500ml/Bottle	2		2	Consumable
7	7.4 Matter Cycling & Photosynthes	40506	Cups And Lids, Paper Hot, 16 Oz, No Handles, 2 Each/Bag	1		1	Consumable

7	7.4 Matter Cycling & Photosynthes	41663	Cups, Plastic Clear 3 Oz, 100/Sleeve CLEAN FOR DRINKING	3		3	Consumable
7	7.4 Matter Cycling & Photosynthes	41664	Cups, Plastic Souffle Clear 4 Oz, 80/Bag	2		2	Consumable
7	7.4 Matter Cycling & Photosynthes	37607	Driving Question Board Supplies	5		5	Consumable
7	7.4 Matter Cycling & Photosynthes	37960	Fertilizer, General Hydroponics MaxiGro, 10-5-14, 50g/Bag	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	37957	Foam Collars,For Hydroponics Plant Systm G#33948/40595,8/Bag	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	18428	Foil Pieces, Aluminum 12" X 10.75", 8/Bag	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	33958	Food Molecule Cards, 32 Sheets/Bag	5		5	Consumable
7	7.4 Matter Cycling & Photosynthes	41177	Gloves, Nitrile, Large, 100/Box	2		2	Consumable
7	7.4 Matter Cycling & Photosynthes	41177	Gloves, Nitrile, Large, 100/Box	2		2	Consumable
7	7.4 Matter Cycling & Photosynthes	209	Index Cards, 3 X 5 Ruled, Pack Of 100	10		10	Consumable
7	7.4 Matter Cycling & Photosynthes	33953	Iodine Solution, 0.05M, 100 Ml Bottle	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	33967	Maple Syrup, 8 Oz Bottle	3		3	Consumable
7	7.4 Matter Cycling & Photosynthes	33968	Maple Water 100%, 12 Oz Bottle	4		4	Consumable
7	7.4 Matter Cycling & Photosynthes	33968	Maple Water 100%, 12 Oz Bottle	4		4	Consumable
7	7.4 Matter Cycling & Photosynthes	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	40604	Oil, Olive, 8.5 Floz, Plastic Bottle	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	38792	Oil, Vegetable Oil, 16 Floz	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	38806	Pipettes, Plastic, 3 Ml, 16/Bag	2		2	Consumable
7	7.4 Matter Cycling & Photosynthes	40512	Potatoes, Freeze-Dried (Hashbrowns), 4.2 Oz/Carton	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	40471	Rice, Minute Rice, 1 Cup W/Label	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	21690	Seeds, Lima Beans Large, 13 Oz/Container	2		2	Consumable
7	7.4 Matter Cycling & Photosynthes	40603	Seeds, Radish, Packet	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	40602	Seeds, Spinach, Packet	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	16564	Spoons, Plastic, Med Wt White, 48/Box - CLEAN	4		4	Consumable
7	7.4 Matter Cycling & Photosynthes	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	41666	Stirrers, Coffee Wood Flat, 50/Bag	2		2	Consumable
7	7.4 Matter Cycling & Photosynthes	294	Straws, Plastic Jumbo Clear Wrapped 161/Bag	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	2438	Towels, Paper Roll, 2-Ply	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	40601	Tray, Pressed Paper 9" X 7"	1		1	Consumable
7	7.4 Matter Cycling & Photosynthes	33955	Tubes, Microcentrifuge, 1.5ml, W/Cap, 32/Bag	5		5	Consumable
7	7.5 Ecosystem Dynamics	37607	Driving Question Board Supplies	5		5	Consumable
7	7.5 Ecosystem Dynamics	209	Index Cards, 3 X 5 Ruled, Pack Of 100	5		5	Consumable
7	7.5 Ecosystem Dynamics	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
7	7.5 Ecosystem Dynamics	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
7	7.5 Ecosystem Dynamics	41668	Sticky Note Pads, Electric Blue 3" X 3", 5/Pack	1		1	Consumable
7	7.5 Ecosystem Dynamics	41669	Sticky Note Pads, Green 3" X 3", 5/Pack	1		1	Consumable
7	7.5 Ecosystem Dynamics	41670	Sticky Note Pads, Pink 3" X 3", 5/Pack	1		1	Consumable
7	7.5 Ecosystem Dynamics	40895	Sticky Note Pads, Yellow 3" X 3", 3M Brand, 6 Pack	4		4	Consumable
7	7.6 Earth's Resources & Human Im	22494	Bags, Plastic, Reclosable, 10x12 2 Mil Gallon Size, 5/Bag	1		1	Consumable

7	7.6 Earth's Resources & Human Im	37607	Driving Question Board Supplies	5		5	Consumable
7	7.6 Earth's Resources & Human Im	41458	Fuel Gel, Methanol, 6.7oz/Can	2		2	Consumable
7	7.6 Earth's Resources & Human Im	40275	Heat Packs, Mini Hand Warmer, 8/Bag	4		4	Consumable
7	7.6 Earth's Resources & Human Im	209	Index Cards, 3 X 5 Ruled, Pack Of 100	8		8	Consumable
7	7.6 Earth's Resources & Human Im	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
7	7.6 Earth's Resources & Human Im	6610	Marshmallows, Large, 10 Oz Bag	1		1	Consumable
7	7.6 Earth's Resources & Human Im	840	Soil, Potting, 2.5 Qt/Bag	1		1	Consumable
7	7.6 Earth's Resources & Human Im	42804	Sticky Note Arrows, Assort Col, 0.5"X1.7",1 Sheet Of 250/Bag	1		1	Consumable
7	7.6 Earth's Resources & Human Im	40910	Sticky Note Pad, Any Color, 6" X 8" (Sticky On Longer Sd)	1		1	Consumable
7	7.6 Earth's Resources & Human Im	40590	Sticky Note Pad, Yellow 4" X 6"	3		3	Consumable
7	7.6 Earth's Resources & Human Im	44036	Sticky Note Pads, 3" X 3", 6 Different Colors/Set	1		1	Consumable
7	7.6 Earth's Resources & Human Im	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
7	7.6 Earth's Resources & Human Im	40588	Sticky Note Pads, Yellow 3" X 3" 3/Bag	1		1	Consumable
7	7.6 Earth's Resources & Human Im	2438	Towels, Paper Roll, 2-Ply	3		3	Consumable
7	7.6 Earth's Resources & Human Im	8752	Water, Carbonated, 2L Bottle	2		2	Consumable
7	7.6 Earth's Resources & Human Im	41456	Pipe Cleaner Pieces, 2.5", Black, 15/Bag	5		5	Consumable

INSTRUCTIONS: Inventory your Grade-Level Kit of nonconsumable items and any remaining consumables.
As you inventory your kits, mark the quantity you **HAVE** on this sheet.
Any quantity you **NEED** will be calculated for you automatically.
Send final sheets to ECA or internal contact to organize reorders.

Materials are available through: ECA https://www.eca.bz/openscied

Grade	Kit Title	Used In Units	Goods#	Item Description	Qty in Kit	Qty Inventoried	Qty Needed	Item Type
8	Grade 8 Grade-Le	8.2	30858	Adapter, 12V 2A, AC to DC, 2.1mm X 5.5mm Plug, 1/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	30858	Amplifier, 12V 2 Channel Mini Digital Audio Power Amp	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	41946	Amplifier, 12V, 100W, W/Audio Cable	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	1190	Bag, Plastic, Reclosable, 7 X 8 1-Liter Clear 2 Mil	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.2	38696	Balls, Golf, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	38697	Balls, Tennis, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	40494	Battery (Cell) Holder Size D, Parallel&Series Cnct,16/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41074	Beakers, 100ml, Plastic, Translucent, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	40802	Beakers, 250ml Plastic, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	40831	Beakers, 50ml Plastic Tripour, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42759	Binder Clip, Large 2" Top, 1/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5, 8.6	38167	Binder Clips, Small, 4 Boxes/Bag	4		4	Nonconsumable
8	Grade 8 Grade-Le	8.3	37618	Bottle, Plastic, Clear, 17 Floz, Water, Empty, W/ Cap	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	41309	Bowl, Glass, Clear, Smooth, 6"	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.2	37759	Bowl, Pyrex, 4.75qt, W/Silicone Lid	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	40662	Box, Banker W/Lid, 24 X 12 X 10	8		8	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.2	37810	Burette Clamp, Single, Boss Head, Coated Jaws	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	30854	Cable, Audio, 3.5mm Male Aux Jack To 2-Male RCA Con, 1/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41361	Card Set, 8.5, Cattle Photo Cards, 30 Cards/Set W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41362	Card Set, 8.5, Tulip Photo Cards, 24 Cards/Set, 8 Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41378	Card Sets, 8.5, Apple Photos, 12 Cards/Set, 2 Sets/Envelope	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41381	Card Sets, 8.5, Arms Photos, 16 Cards/Set, 2 Sets/Envelope	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41369	Card Sets, 8.5, Family Cards, 36 Cards/Set, 2 Sets/Envelope	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41384	Card Sets, 8.5, Flamingo Photos, 10 Cards/Set, 2/Envelope	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41387	Card Sets, 8.5, Planaria Photos, 16 Cards/Set, 2 Sets/Envelo	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41375	Card Sets, 8.5, Siblings, 16 Cards/Set, 2 Sets/Envelope	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41390	Card Sets, 8.5, Strawberry Photos, 12 Cards/Set, 2 Sets/Env	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41393	Card Sets, 8.5, Wheat Kernel Photos,10 Cards/Set, 6 Sets/Env	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	22945	Cardboard, Corrugated 11" X 17" Piece	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	37679	Cardboard, Corrugated 2" X 4", 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	31173	Cardboard, Corrugated 3" X 5"	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	40647	Cardboard, Corrugated, 7.5" X 11", 8/Bundle	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	38406	Clamps, Bar, 4.5" Capacity, 4-8"Spreading Range, 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	38743	Clothespin, Wood W/ Spring 3.25" Length	1		1	Nonconsumable

8	Grade 8 Grade-Le	8.3	40735	Compasses, Directional, Metal, 1 1/4", 8/Set, 10Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	60	Container, Clear Plastic Deli .5 Liter, 16 FlOz	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42758	Container, Clear Plastic W/ Hinged Lid , 8" X 8" X 3"	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	27720	Container, Plastic, Square, 24 Oz W/Lid, Gladware Or Ziplock	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41358	Container, Styrofoam, 32 Floz	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.4	39310	Cup, Glass, Drinking, Pint, 16 Floz	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.1	1015	Cup, Plastic Clear 12 Oz Dixie Ribbed Side	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	29765	Cups, Plastic Souffle Clear 2 Oz, 25/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41540	Data Cards Keys, 8.6, Ext Structures/Behavior,32/Set W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41543	Data Cards Keys, 8.6, Internal Structures, 32/Set W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41366	Data Cards, 8.5, Comparing Muscles, 8 Pages/Set W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41396	Data Cards, 8.5, Planaria Study, 12 Pages/Set W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41372	Data Cards, 8.5, Protein & Chromosomes,36Cards/Set,2sets/Env	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41558	Data Cards, 8.6, Ancient Penguins, 10 Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41568	Data Cards, 8.6, Day 1 Horse, 12 Cards/Set, 3 Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41571	Data Cards, 8.6, Day 1 Horseshoe Crab, 3 Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41574	Data Cards, 8.6, Day 1 Whale, 11 Cards/Set, 3 Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41577	Data Cards, 8.6, Day 2 Horse, 11 Cards/Set, 3 Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41580	Data Cards, 8.6, Day 2 Horseshoe Crab, 3 Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41583	Data Cards, 8.6, Day 2 Whale, 10 Cards/Set, 3 Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41531	Data Cards, 8.6, Modern Penguins And Pedro, 8 Sets/Bag	4		4	Nonconsumable
8	Grade 8 Grade-Le	8.6	41537	Data Strips, 8.6, External + Internal Struct, 8 Sets/Bag	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.6	41534	Data Strips, 8.6, External Structures, 8 Sets/Bag	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.3	34088	Doorbell, Electric, Old-Style	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.3	38702	Dynamics Carts,Plastic,W/Ring Bumper+Rubber Stopper, 16/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	37319	Erasers, Soft Pink 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	37298	Fabric, Terry Cloth Blue 3"X3", 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	37800	Fan, Hand Held, Battery Operated	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.4	40679	Flashlight Set, Red Blue Green White Light, W/Batteries	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	41330	Flashlights + AA Batteries W/Zooming Capabilities,10/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	40592	Forceps, Plastic 4 1/2" L, 8/Bag	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.1	37362	Glass Sheet, 8"X15", 1/Pack	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41521	Globes, Mini Squeezable, Countries Labeled, 2.48", 10/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41519	Globes, Mini Squeezable, Not Labeled, 2 3/4", 10/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	40498	Glue Gun And Stick, Hot Glue, Mini, 1 Each/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41593	Handout, 8.6, Cliff Swallow Overview, 8/Envelope W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41594	Handout, 8.6, Finch Overview, 8/Envelope W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41595	Handout, 8.6, Mustard Plant Overview, 8/Envelope W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41596	Handout, 8.6, Peppered Moth Overview, 8/Envelope W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41597	Handout, 8.6, Stickleback Overview, 8/Envelope W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42808	Iron Filings, 150g/Jar W/Spoon In A Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	40675	Jar, Glass, Hexagonal, 13 Oz W/Lid	2		2	Nonconsumable

8	Grade 8 Grade-Le	8.3	39862	Knife, Utility	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.2	37397	Laser Pointer, W/Batteries And 2 Battery Separators	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	86	Lid, Fits G#60 G#392 G#554 G#13927 Containers	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	44326	Light Bulb, Incandescent, 60 Watt, Frosted Or Soft White	11		11	Nonconsumable
8	Grade 8 Grade-Le	8.3	34457	Light Bulbs, Grain Of Wheat, 1.5V, 8/Bag	4		4	Nonconsumable
8	Grade 8 Grade-Le	8.3	42794	Light Bulbs, LED Bi-Color Diode Light, Red/Green, 8/Bag	4		4	Nonconsumable
8	Grade 8 Grade-Le	8.4	38606	Light Meter, 0-100,000 Lux	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	39133	Magnets, Bar, Alnico, W/Marked Poles, 3"X 1/2", 4 Pairs/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42766	Magnets, Disc, Ceramic, 0.5", 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	40726	Magnets, Disc, Ceramic, 0.75", 40/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	39402	Magnets, Disc, Ceramic, 1", 16/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42768	Magnets, Disc, Ceramic, 1.5", 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41586	Maps, 8.6, Earth's Surface 150+100 Mio Years,32/Bag W/La	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	41561	Maps, 8.6, Earth's Surface 50 Mio Years, 32/Envelope W/Label	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.2	30834	Marbles, Glass, Asst Colors, 5/8" (16mm), 4/Bag, 8 Bags/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	38711	Marker, Sharpie Ultra Fine Point Black Permanent	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	39951	Markers, Chisel Tip, Permanent, Black, 8/Set	4		4	Nonconsumable
8	Grade 8 Grade-Le	8.2	8907	Markers, Crayola Brand (Black)(Water Color), 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4, 8.5, 8.6	40911	Markers, Sharpie Fine Pt Black, 16/Bag	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.5	39886	Measuring Cup, Plastic, 1/4 Cup	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	41326	Measuring Spoons, 1.25cc (1/4 Tsp) White, 10/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3, 8.4	41353	Measuring Tapes, 11/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5, 8.6	41316	Measuring Tapes, English/Metric, 72", 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	37674	Meter Stick - Wooden 3/8" Thick	16		16	Nonconsumable
8	Grade 8 Grade-Le	8.4	40663	Mirrors, 3"X 5" Plastic, 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	40731	Monoplugs To Alligator Clips, 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	30839	Motion Detector, Go Motion Vernier W/Software	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	38408	Music Boxes, Crank Style, Transparent, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42764	Nails, Steel 3d, 1.25", Common Bright, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42840	Oil, Mineral, 16 Oz Bottle	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	28059	Paper Clips, #1, 4 Boxes/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	17912	Paper Clips, Jumbo, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.6	40366	Pencil Sets, Colored, 12 Pencils/Box, 8 Boxes/Bundle	4		4	Nonconsumable
8	Grade 8 Grade-Le	8.3	36784	Pennies, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	32548	Pitcher, 2 Qt 2 L English & Metric With Lid Sterlite	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	40920	Poker Chips, Blue, Large (1.5" Dia), 16/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	40919	Poker Chips, Red, Large (1.5" Dia), 16/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	39643	Power Strip W/ Circuit Breaker, 2 Ft Cord, 6 Outlets	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.4	40691	Printout "X" For Rainbow Lab Boxes, 8 Sets/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	40670	Prisms, Triangular, Acrylic, 4" L X 1" W, 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	40648	Protractors, Plastic, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	38178	Ramp, Wood, 1/2" Thick, 6" X 4'	4		4	Nonconsumable

8	Grade 8 Grade-Le	8.1	38178	Ramp, Wood, 1/2" Thick, 6" X 4'	4		4	Nonconsumable
8	Grade 8 Grade-Le	8.2	37811	Ring Stand Set, 5"X8" Cast Iron Base, 20" Rod	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.2	38411	Rocks, Small And Large, 1 Each/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	41422	Rod, Stir, Glass, 1/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.3, 8.4	41920	Rulers, Plastic, 12"/30cm, W/ Recessed Groove, 8/Bundle	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.2, 8.3	37848	Scale, Digital, 1000g+ X 0.1g	8		8	Nonconsumable
8	Grade 8 Grade-Le	8.1	40333	Scales, Spring, Push/Pull, 10 Newtons/1000g, 8/Bag	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.1	38714	Scales, Spring, Push/Pull, 5 Newtons/500g, 8/Bag	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.3	42757	Screwdriver, 4-In-1 Mini Pocket	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	40630	Sockets, Light Bulb Holder W/Cord & Switch, 11/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42510	Speaker, 3-4", 4 Ohm, 3 Watt	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	23626	Speaker, 6", 4 Ohm 600 Watt	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42770	Speaker, 6", For Dissection (Lesson 1), 1/Bag	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.3	42756	Speaker, 6.5", 4 Ohm, 60 Watt	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	34272	Sponge, Kitchen 5 5/16" X 3 1/4"	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.5	1518	Spoons, Plastic, Med Wt, White, 10/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.3	37812	Stopwatches, 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	37296	Strips, Plastic, Flexible, 1" X 9.5", Colored, 20/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2, 8.4	36410	Tank, 6L Clear Flexible Plastic	10		10	Nonconsumable
8	Grade 8 Grade-Le	8.1	41000	Thermometer, Infrared, Laser Surface Temp Reader W/Bttrs	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.2	42071	Tom Tom Drum W/ Mallet	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.3	37796	Track, Aluminum, 1/8" Thick, 1.5" X 36"	8		8	Nonconsumable
8	Grade 8 Grade-Le	8.5	36876	Tray, Ice	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.5	31536	Tray, Plastic Cafeteria 10" X 14", Choice Brand	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	39010	Tuning Forks, 4/Bag (256hz, 320hz, 384hz, 512hz)	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	42164	Ukelele, Acoustic, Toy, 4-6 String	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	43957	Velcro, Dot Set, Self-Stick, 5/8" Dia, 8/Pack	4		4	Nonconsumable
8	Grade 8 Grade-Le	8.1	42141	Wall Plates, Electrical, Blank Cover, 16/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1	38703	Washers, Steel, 1 3/4"OD, 11/16"ID, 9/64" Thick, 24/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	42896	Wire Loop, Floral Hoop, 10"	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	38627	Wire Stripper/Cutter, 5"	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.3	42836	Wire, Copper Enameled #18, Magnet Wire, 4oz, 50ft Roll	2		2	Nonconsumable
8	Grade 8 Grade-Le	8.3	42761	Wires, 18" W/ Alligator Clips, Assorted Colors, 24/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	30848	Wires, 24" Red And Black (W/ Alligator Clips), 1 Each/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.2, 8.3	38069	Wood Brick, 4"X 4"X 8"	8		8	Nonconsumable
8	Grade 8 Grade-Le	8.1, 8.2, 8.3	38069	Wood Brick, 4"X 4"X 8"	8		8	Nonconsumable
8	Grade 8 Grade-Le	8.1	37308	Wood, Balsa, 2.5mm (3/32") Thick, 2" X 3" Piece, 2/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.4	28549	Wood, Block, 2"X 4"X 4"	8		8	Nonconsumable
8	Grade 8 Grade-Le	8.2	32152	Wood, Blocks, 2"X 2"X 5", 8/Bag	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	30847	Wood, Pine Trim, Lath, 1/4" X 1 3/8" X 3 1/2'	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	30846	Wood, Pine Trim, Lath, 1/4" X 1 3/8" X 4 1/2'	1		1	Nonconsumable
8	Grade 8 Grade-Le	8.2	42072	Xylophone, Glockenspiel W/Mallet	1		1	Nonconsumable

8	8.1 Contact Forces	26973	Bubble Wrap Bubbles, 5/16" Thick, 1" Diameter, 32/Bag	5		5	Consumable
8	8.1 Contact Forces	41272	Bubble Wrap, 1 1/4" Dia Bubbles, 4" X 3" Pieces, 12/Bag	1		1	Consumable
8	8.1 Contact Forces	41274	Bubble Wrap, 3/8" Diameter Bubbles, 4" X 2.5" Pieces, 12/Bag	1		1	Consumable
8	8.1 Contact Forces	3598	Clay, Modeling, Cream, 1/4 Lb Sticks 4/Bag	3		3	Consumable
8	8.1 Contact Forces	9890	Container, Styrofoam, Sandwich, Hinged Top And Bottom	10		10	Consumable
8	8.1 Contact Forces	2009	Cotton Balls, White, Jumbo, 100/Bag	2		2	Consumable
8	8.1 Contact Forces	19235	Crackers, Club, 5.25 Ounce Box	5		5	Consumable
8	8.1 Contact Forces	37607	Driving Question Board Supplies	5		5	Consumable
8	8.1 Contact Forces	41276	Earplugs, 50/Bag	1		1	Consumable
8	8.1 Contact Forces	209	Index Cards, 3 X 5 Ruled, Pack Of 100	5		5	Consumable
8	8.1 Contact Forces	21963	Index Cards, 3 X 5 Unruled, Green, 100/Pk	5		5	Consumable
8	8.1 Contact Forces	37798	Index Cards, 3 X 5 Unruled, Red, Pack Of 100	5		5	Consumable
8	8.1 Contact Forces	14860	Index Cards, 4 X 6 Ruled, Pack Of 100	10		10	Consumable
8	8.1 Contact Forces	37818	Index Flag Tab Strips, 40 Each Of 5 Colors/Strip, 8strips/Ba	2		2	Consumable
8	8.1 Contact Forces	25676	Jewel Cases, CD, Slim, Clear Plastic, 32/Bag	5		5	Consumable
8	8.1 Contact Forces	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
8	8.1 Contact Forces	37321	Mirror Sheets, Flexible, Adhesive Back, 2"X4", 3/Bag	1		1	Consumable
8	8.1 Contact Forces	37316	Noodles, Rice, Wide, 1 Lb/Box	2		2	Consumable
8	8.1 Contact Forces	266	Putty, Adhesive Mounting, Scotch, 2 Oz Pack	2		2	Consumable
8	8.1 Contact Forces	41280	Rubber Bands, #32, 200/Bag	1		1	Consumable
8	8.1 Contact Forces	40910	Sticky Note Pad, Any Color, 6" X 8" (Sticky On Longer Sd)	1		1	Consumable
8	8.1 Contact Forces	28231	Sticky Note Pads, Yellow 3" X 3" 12/Bag	2		2	Consumable
8	8.1 Contact Forces	41500	Stirrers, Coffee Wood Flat, 150/Bag	1		1	Consumable
8	8.1 Contact Forces	37325	Strips, Foam Board, White, 30cm X 2cm, 16/Bag	5		5	Consumable
8	8.1 Contact Forces	41286	Styrofoam Pieces, 4" X 3", 12/Bag	1		1	Consumable
8	8.1 Contact Forces	41219	Tape, Duct Roll 2" X 30 Yd	4		4	Consumable
8	8.1 Contact Forces	40638	Tape, Painters, Blue, .94" X 60 Yd	2		2	Consumable
8	8.1 Contact Forces	39690	Tapes, Transparent, Scotch, 1/2" X 450" W/Holder, 8/Bag	1		1	Consumable
8	8.1 Contact Forces	15832	Twist Ties, Paper 4", 100/Bag	1		1	Consumable
8	8.2 Sound Waves	37607	Driving Question Board Supplies	5		5	Consumable
8	8.2 Sound Waves	209	Index Cards, 3 X 5 Ruled, Pack Of 100	7		7	Consumable
8	8.2 Sound Waves	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
8	8.2 Sound Waves	37321	Mirror Sheets, Flexible, Adhesive Back, 2"X4", 3/Bag	1		1	Consumable
8	8.2 Sound Waves	41676	Paper, Graph, 1/4", 8.5"X11", 50/Pack	1		1	Consumable
8	8.2 Sound Waves	96	Plastic Wrap, Clear (100 Sq Ft Roll)	1		1	Consumable
8	8.2 Sound Waves	41677	Salt, Packets, 50/Bag	1		1	Consumable
8	8.2 Sound Waves	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
8	8.2 Sound Waves	41679	Sticky Note Pads, Yellow 3" X 5", 10/Bag	1		1	Consumable
8	8.2 Sound Waves	37632	Tape, Duct 2" X 10 Yds	3		3	Consumable
8	8.3 Forces at a Distance	4541	Batteries, D Cell, Alkaline, 8/Pack	4		4	Consumable
8	8.3 Forces at a Distance	17444	Box, Cardboard Corrugated, Double Wall, 18" X 12" X 12"H	1		1	Consumable
8	8.3 Forces at a Distance	2026	Cups, Plastic Clear 9 Oz SOLO TP9 50/Sleeve	1		1	Consumable

8	8.3 Forces at a Distance	37607	Driving Question Board Supplies	5		5	Consumable
8	8.3 Forces at a Distance	41681	Foil Pieces, Aluminum 1"X1", 40/Bag	1		1	Consumable
8	8.3 Forces at a Distance	209	Index Cards, 3 X 5 Ruled, Pack Of 100	12		12	Consumable
8	8.3 Forces at a Distance	41683	Labels, Round Dark Blue (Royal Blue), 3/8", 680/Bag	1		1	Consumable
8	8.3 Forces at a Distance	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
8	8.3 Forces at a Distance	266	Putty, Adhesive Mounting, Scotch, 2 Oz Pack	2		2	Consumable
8	8.3 Forces at a Distance	42268	Sandpapers, Med Grit #100, 2 X 2 Square, 10/Bag	1		1	Consumable
8	8.3 Forces at a Distance	42804	Sticky Note Arrows, Assort Col, 0.5"X1.7",1 Sheet Of 250/Bag	2		2	Consumable
8	8.3 Forces at a Distance	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
8	8.3 Forces at a Distance	40638	Tape, Painters, Blue, .94" X 60 Yd	1		1	Consumable
8	8.3 Forces at a Distance	39690	Tapes, Transparent, Scotch, 1/2" X 450" W/Holder, 8/Bag	2		2	Consumable
8	8.3 Forces at a Distance	37968	Wire, Copper Enameled #28, Magnet Wire, 2oz, 253ft Roll	5		5	Consumable
8	8.4 Earth in Space	40633	Balls, Styrofoam Dense, Molded, 4" Dia, 4/Bag	12		12	Consumable
8	8.4 Earth in Space	3598	Clay, Modeling, Cream, 1/4 Lb Sticks 4/Bag	10		10	Consumable
8	8.4 Earth in Space	41323	Cups, Paper 3 Oz, No Wax, 10/Bag	1		1	Consumable
8	8.4 Earth in Space	37607	Driving Question Board Supplies	5		5	Consumable
8	8.4 Earth in Space	40615	Head Phones, Individually Wrapped, 32 Set/Bag	5		5	Consumable
8	8.4 Earth in Space	209	Index Cards, 3 X 5 Ruled, Pack Of 100	4		4	Consumable
8	8.4 Earth in Space	39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
8	8.4 Earth in Space	41685	Milk, Powdered, 3.2 Woz/Pouch, 5 Pouches/Bag	1		1	Consumable
8	8.4 Earth in Space	41322	Paper, Graph, 1cm, 8.5"X5.5" (Half Sheets), 50/Pack	3		3	Consumable
8	8.4 Earth in Space	41687	Pins, Beaded Head,(Map Tack) Asst Colors, 3/8", 100/Box	1		1	Consumable
8	8.4 Earth in Space	41690	Pipe Cleaners, 12", Green, 40/Bag	1		1	Consumable
8	8.4 Earth in Space	41689	Pipe Cleaners, 15", Red, 40/Bag	1		1	Consumable
8	8.4 Earth in Space	41688	Pipe Cleaners, 18", White, 40/Bag	1		1	Consumable
8	8.4 Earth in Space	25825	Plates, Paper, Dinner, 10 3/8", White, 32/Bag	5		5	Consumable
8	8.4 Earth in Space	40435	Push Pins, Clear, 100/Box	2		2	Consumable
8	8.4 Earth in Space	28264	Rubber Bands, #32, 32/Bag	1		1	Consumable
8	8.4 Earth in Space	26098	Skewers, Wood Stake Thin 10", 50/Bundle	2		2	Consumable
8	8.4 Earth in Space	41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
8	8.4 Earth in Space	40638	Tape, Painters, Blue, .94" X 60 Yd	1		1	Consumable
8	8.4 Earth in Space	39690	Tapes, Transparent, Scotch, 1/2" X 450" W/Holder, 8/Bag	1		1	Consumable
8	8.4 Earth in Space	33528	Twist Ties, Plastic 4", 80/Bag	2		2	Consumable
8	8.4 Earth in Space	41694	Wires, Aluminum Bare, #12, 38" Pieces, 50/Bundle	1		1	Consumable
8	8.4 Earth in Space	44050	Balls, Styrofoam Less Dense, 1", 16/Bag	3		3	Consumable
8	8.4 Earth in Space	40660	Poster Set, Changes In Sunlight&Angle Of Sun, 1 Set/Bag	5		5	Consumable
8	8.5 Genetics	30264	Alcohol, Ethyl (Ethanol 95%) Denatured, 500 ML/Bottle	2		2	Consumable
8	8.5 Genetics	41701	Bags, Plastic, Reclosable, 6 X 6 Clear 4 Mil, 40/Bundle	1		1	Consumable
8	8.5 Genetics	41702	Cheesecloth, 6" X 6", 80/Bag	1		1	Consumable
8	8.5 Genetics	4902	Cups & Lids, 2 Oz, 16 Sets/Bag	2		2	Consumable
8	8.5 Genetics	41078	Cups, Paper Hot 8 Oz, No Handles, 10/Bag	1		1	Consumable
8	8.5 Genetics	41080	Detergent, Dish, Clear, 16 Floz Bottle	2		2	Consumable

8	8.5 Genetics		37607	Driving Question Board Supplies	5		5	Consumable
8	8.5 Genetics		41177	Gloves, Nitrile, Large, 100/Box	5		5	Consumable
8	8.5 Genetics		38813	Glue Sticks, 7g, 8/Bag	2		2	Consumable
8	8.5 Genetics		209	Index Cards, 3 X 5 Ruled, Pack Of 100	5		5	Consumable
8	8.5 Genetics		39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
8	8.5 Genetics		6961	Meat Tenderizer, Contains Bromelain, 3.5-Oz Jar	1		1	Consumable
8	8.5 Genetics		4390	Paper, 65# Cardstock, White, 8.5x11, 100/Bag	1		1	Consumable
8	8.5 Genetics		41706	Rubber Bands, Non-Latex, #33, 50/Bag	1		1	Consumable
8	8.5 Genetics		38633	Salt, Table Salt, Iodized, 1 Lb/Container (454g)	3		3	Consumable
8	8.5 Genetics		41314	Seeds, Lima Beans Large, 1-Lb Bag	1		1	Consumable
8	8.5 Genetics		41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
8	8.5 Genetics		41666	Stirrers, Coffee Wood Flat, 50/Bag	1		1	Consumable
8	8.5 Genetics		2438	Towels, Paper Roll, 2-Ply	3		3	Consumable
8	8.5 Genetics		41310	Whey Protein Powder, Single Serving Pack	1		1	Consumable
8	8.6 Natural Selection & Common A		37607	Driving Question Board Supplies	5		5	Consumable
8	8.6 Natural Selection & Common A		209	Index Cards, 3 X 5 Ruled, Pack Of 100	7		7	Consumable
8	8.6 Natural Selection & Common A		41499	Index Cards, 5"X 8", 5 Different Colors, Pack Of 100	1		1	Consumable
8	8.6 Natural Selection & Common A		39950	Marker, Chisel Tip, Permanent, Black	1		1	Consumable
8	8.6 Natural Selection & Common A		41528	Poster Parts, Lesson 8, 5 Sheets/Set	5		5	Consumable
8	8.6 Natural Selection & Common A		42887	Posterboard, 24"X18"	50		50	Consumable
8	8.6 Natural Selection & Common A		41564	Printouts, Lesson 3 Timeline, 3 Pages/Set, 11 Sets/Bag	5		5	Consumable
8	8.6 Natural Selection & Common A		266	Putty, Adhesive Mounting, Scotch, 2 Oz Pack	3		3	Consumable
8	8.6 Natural Selection & Common A		41951	Rubber Bands, #18, 3"X 1/16" X 1/32", 50/Bag	1		1	Consumable
8	8.6 Natural Selection & Common A		41546	Stickers, Lesson 2, Penguin, 32 Sets/Envelope W/Label	5		5	Consumable
8	8.6 Natural Selection & Common A		41552	Stickers, Lesson 5 Horseshoe Crab, 8 Sets/Envelope W/Label	5		5	Consumable
8	8.6 Natural Selection & Common A		41555	Stickers, Lesson 5 Whale, 8 Sets/Envelope W/Label	5		5	Consumable
8	8.6 Natural Selection & Common A		41549	Stickers, Lesson 5, Horse, 8 Sets/Envelope W/Label	5		5	Consumable
8	8.6 Natural Selection & Common A		40590	Sticky Note Pad, Yellow 4" X 6"	3		3	Consumable
8	8.6 Natural Selection & Common A		44036	Sticky Note Pads, 3" X 3", 6 Different Colors/Set	5		5	Consumable
8	8.6 Natural Selection & Common A		41264	Sticky Note Pads, Any Color, 6" X 8", 3/Bag	1		1	Consumable
8	8.6 Natural Selection & Common A		41954	Sticky Note Pads, Yellow 3" X 5", 5/Bag	1		1	Consumable
8	8.6 Natural Selection & Common A		40090	Tapes, Transparent, Scotch, 1/2" X 450" W/Holder, 10/Bag	1		1	Consumable

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**			
0.5 teaspoon measuring spoon	Permanent Item	2	3	2 per group				
100 ml beaker	standard lab/class equipment	2	8	1 per group				
100 watt full spectrum bulb	Permanent Item	2	5	3 per teacher				
1000 ml beaker	standard lab/class equipment	2	2,5	1 per class				
16.9 oz plastic water bottle	Locally-Sourced (perishable, heavy, etc.)	2	8	2 per group				
250 ml beakers	standard lab/class equipment	2	3	3 per group				
250 ml flask	standard lab/class equipment	2	2,5	1 per teacher				
3x3 sticky notes	std class/lab equipment	1	1,2,6	1 pad per class	B.4,B.2			
3x3 sticky notes	std class/lab equipment	4	1,7	9 per student				
3x3 sticky notes	*std class/lab equipment*	*5*	*1,5*	*9 per student*				
3x3 sticky notes (any color)	standard lab/class equipment	2	1,7,6,9,11	7 per student	B.3			
3x3 sticky notes (any color)	Std. class/lab equip	3	1,7,10,11,6	1 per student per lesson	B.2			
3x3 sticky notes (green)	standard lab/class equipment	2	6,7	3 per student				
3x3 sticky notes (yellow)	standard lab/class equipment	2	6,7,3,4	3 per student	B.1			
4-sided die	Permanent Item	4	8	1 per group				
50 ml plastic test tube with lid	Permanent Item	2	5	4 per group				
6" pipe cleaners, white	Permanent Item	3	8	24 per pair				
6x8 sticky notes	Consumable Item	1	3	1 pad per class				
6x8 sticky notes	Consumable Item	4	5	6-10 per class				
Alka-Seltzer tablet	Consumable Item	2	8	4 tabs per group				
Aluminum Foil	Std. class/lab equip	3	9	1 roll per teacher max (amount depends on investigati	B.2			
aluminum foil sheets	Consumable Item	2	2,5	2-3 sheets per class L2, 1/group L5	B.3			
black bear claw	*Permanent Item*	*5*	*3*	*2 claws per teacher*				
bromothymol blue 0.04% aqueous	Consumable Item	2	2,5	30 ml per class				
brown bear claw	*Permanent Item*	*5*	*3*	*2 claws per teacher*				
Bunsen burner	standard lab/class equipment	2	2,5	1 per teacher				
calculator	std class/lab equipment	4	3,8,9	1 per student				
calculator	*std class/lab equipment*	*5*	*4*	*1 per student*	*B.4*			
Cell Cycle Data (custom print)	Permanent Item	3	3	2 per teacher				
Cell Game board (custom print)	Permanent Item	3	3,11	1 per group				
Cellular Chance cards (custom print)	Permanent Item	3	3	1 set of cards per group				
Chart paper	std class/lab equipment	1	1,3,2,5,10	1 sheet per group	B.4,B.2,B.5,B.3			
Chart paper	standard lab/class equipment	2	1,7,6,9,10,11,3	17 sheets per class	B.1,B.4,B.3,B.5			
Chart paper	Std. class/lab equip	3	9,1,7,8,10,12,6	1 per group	B.1,B.2,B.4,B.5			
Chart paper	std class/lab equipment	4	1,4,5,7	1 pad per class				
chart paper	*std class/lab equipment*	*5*	*1,3,5,8*	*1 pad per class*	*B1,B.2,B.3,B.4*			
Chart paper markers	std class/lab equipment	1	1,2,5	1 per group	B.4,B.2,B.5,B.3			
Chart paper markers	standard lab/class equipment	2	1,6,7,9,10,11	1 per teacher	B.1,B.4,B.3,B.5			
Chart paper markers	std class/lab equipment	4	1,5	1 marker per teacher				
chart paper markers	*std class/lab equipment*	*5*	*1,5,8*	*1 per teacher*	*B1,B.2,B.3,B.4*			
Checkpoint cards (custom print)	Permanent Item	3	3	7 sets of 3 cards per group (21 cards total per group)				
Chips, 1 in. (for game tokens)	Permanent Item	1	7	96 per group	B.3			
Chips, Blue, 1 in. (for game tokens)	Permanent Item	3	3	1 per student	B.1			
Chips, Red, 1 in. (for game tokens)	Permanent Item	3	3,11	15 per group in L3; 4 per group in L11 (will be re-used	B.1			
Class set of amino acid cards	Permanent Item	3	6	1 set per class				
Class set of DNA sequences	Permanent Item	3	6	1 set per class, 1 DNA strand/pair				
coins	*Permanent Item*	*5*	*6*	*1 per student*				
colored markers	standard lab/class equipment	2	1,6,9,7	5 per group	B.4			
colored markers	std class/lab equipment	4	1,7	1 per student				
colored markers	*std class/lab equipment*	*5*	*1,8*	*1 set per group*	*B.4*			

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**			
colored pencils (variety pack)	std class/lab equipment	4	8	1 pack per group				
Conservation Plan Storyboards	Permanent Item	1	10	4 copies of each 4 page set (16 total pages) per teacher				
copy paper	Consumable Item	4	8	1 piece per group				
culture test tubes	Std. class/lab equip	3	9	3 per class + 4 per teacher				
Dice	Permanent Item	3	3	4 per group				
Dice, color A	Permanent Item	1	7	3 dice of color A per group	B.4			
Dice, color B	Permanent Item	1	7	3 dice of color B per group	B.4			
digital thermometer	standard lab/class equipment	2	3,8	3 per group				
Disposable non-latex gloves	Std. class/lab equip	3	9	1 pair per student				
Distilled water	Locally-Sourced (perishable, heavy, etc.)	2	2,5	2000 ml per class	B.3			
drinking straw	Locally-Sourced (perishable, heavy, etc.)	2	2	1 per class				
Dry erase markers	std class/lab equipment	1	2	1 per group	B.2,B.3			
dry erase markers	standard lab/class equipment	2	5,6,10,2,11	1 color set per teacher	B.1,B.3			
dry erase markers	*std class/lab equipment*	*5*	*1*	*1 per teacher*				
Elodea Plants (Elodea canadensis or Elodea najas)	Consumable Item	2	5	2 sprigs per group				
Ethanol or Bleach	Locally-Sourced or Perishable	3	9	small amount per teacher	B.2			
Ethanol, 95% laboratory grade, 500 mL	Consumable Item	2	5	250 mL per class	B.3			
Event Cards	Permanent Item	1	7	7 sets of 16 cards per group				
eye dropper or pipette	standard lab/class equipment	2	2,5	1 per teacher				
feathers (variety pack)	Permanent Item	4	2	1 per class				
fireproof tongs	standard lab/class equipment	2	2	1 per teacher				
Game instructions (student-facing)	Permanent Item	1	7	7 per teacher				
Game pieces (pawns), in 5 different colors	Permanent Item	3	3	1 per student				
Glass Beads, sterile	Permanent Item	3	9	8 per group				
gram scale	standard lab/class equipment	2	2	1 per teacher				
Hand sanitizer wipes	Std. class/lab equip	3	9	1 wipe per student				
Heat Lamp	Permanent Item	2	8,5	3 per class				
Heat proof tweezers	standard lab/class equipment	2	5	1 per teacher				
Incubator (optional)	Locally-Sourced or Perishable	3	9	1 per teacher				
indirectly vented chemical splash goggles	standard lab/class equipment	2	2,8,3,5	1 per student	B.3			
indirectly vented chemical splash goggles	Std. class/lab equip	3	9	1 pair per student	B.2			
infrared thermometer	Permanent Item	2	2	1 per teacher				
Interest Holder cards	Permanent Item	1	9	1 set per pair of students				
Laminated Buckeye Area Map	Permanent Item	4	10,7,9	1 map per teacher				
Laminated Migration map	Permanent Item	1	3,4	1 per teacher				
laminated Serengeti map	Permanent Item	1	2,3	1 per teacher				
large adjustable fan	Locally sourced (perishable, heavy, etc.)	4	2	1 per class				
large terry cloth beach towel	Permanent Item	4	2	1 per class				
Light Bulbs - 250-Watt BR40 Dimmable Incandescen	Permanent Item	2	8	3 per class				
long-stem lighter (preferred) or matches	Locally-Sourced (perishable, heavy, etc.)	2	2	1 book or 1 lighter per teacher				
Loose-leaf paper	Std. class/lab equip	3	5	1 per student per lesson				
M Phase Cards (custom print)	Permanent Item	3	3	1 set per pair				
magnifying glass	Permanent Item	2	2	1 per group				
Markers, Chart Paper	Std. class/lab equip	3	9,1,7,10,12,11	1 per group	B.1,B.2,B.4,B.5			
Markers, colored	Std. class/lab equip	3	11,7	1 per student				
Markers, dry erase	Std. class/lab equip	3	1	1 set per teacher	B.2,B.1			
Matter and Energy cards	Permanent Item	2	3,4	1 set per group	B.5			
Metric ruler	standard lab/class equipment	2	3,8	1 per group	B.4			
Mitosis Card Sort Key (custom print)	Permanent Item	3	3	1 per group plus 1 per teacher				
modeling clay	Consumable Item	2	8	10 sticks per class				

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nitrile gloves	standard lab/class equipment	2	8,2,3,5					
non-latex apron	standard lab/class equipment	2	8,2,3,5	1				
One quart Pyrex storage container	Permanent Item	2	2	3 per class				
p53 BRCA1 Pedigree (custom print)	Consumable Item	3	8	1 per every two students				
paper clips (#2 size or 1 1/8 inch)	std class/lab equipment	4	2	5-10 per group				
paper lunch bags	*Locally sourced (perishable, heavy, etc.)*	*5*	*1*	*2 per teacher*				
Paper Plates	Locally-Sourced (perishable, heavy, etc.)	2	5	3 per class				
Peat chips	Consumable Item	2	2	1 piece peat per group, any size (at least one inch or larger) for observations				
Pens, assorted colors	Locally-Sourced or Perishable	3	6	5 per teacher (estimate)				
Permanent Marker	Locally-Sourced or Perishable	3	9	1 per group				
Petri dishes	Std. class/lab equip	3	9	2 plates per group	B.2			
petri dishes 60x15	Permanent Item	2	2	4 per class	B.3			
plastic chips, brown, 1 inch	*Permanent Item*	*5*	*6*	*10 per group*				
plastic chips, white, 1 inch	*Permanent Item*	*5*	*4*	*1 set of 48 per group*				
plastic chips, white, 1 inch	*Permanent Item*	*5*	*6,4*	*50 per group*				
plastic storage container with lid, 2 cup volume	Permanent Item	4	8	3 per group				
plastic wrap	Locally-Sourced (perishable, heavy, etc.)	2	8	2 sheets 10 x 10 per group	B.3			
Plastic Wrap	Locally-Sourced or Perishable	3	9	1 roll per teacher max (amount depends on investigati	B.2			
polar bear claw	*Permanent Item*	*5*	*3*	*2 claws per teacher*				
pony beads (blue)	Permanent Item	4	3	50 beads per group				
pony beads (red)	Permanent Item	4	3	50 beads per group				
pony beads (variety of any six colors)	Permanent Item	4	8	120-150 beads per group				
Pony beads, blue	Permanent Item	3	8	9 per pair				
Pony beads, light blue	Permanent Item	3	8	2 per pair				
Pony beads, red	Permanent Item	3	8	15 per pair				
Pony beads, yellow	Permanent Item	3	8	2 per pair				
printed bear trait key	*Permanent Item*	*5*	*4*	*1 per group*				
printed L7 Mass Extinction visual inquiry	*Permanent Item*	*5*	*7*	*1 per teacher*				
Reagent-Grade Iodine Solution, 200mL	Consumable Item	2	5	30 mL per class				
Regional Data Cards	Permanent Item	1	4	7 sets per teacher				
Road Proposal Cards	Permanent Item	1	9	1 card per group of students (there are 4 distinct cards total)				
rubber band	Locally-Sourced (perishable, heavy, etc.)	2	8	2 per group				
ruler	std class/lab equipment	4	2	1 per group				
ruler	*std class/lab equipment*	*5*	*3*	*4 per class*				
samples of dried plants	Locally-Sourced (perishable, heavy, etc.)	2	2	variable based on location: a few dried leaves, one wood cookie, handful of dried grass per group plus one set for teacher to burn				
Scavenger Hunt Images	Permanent Item	1	2	1 set per teacher				
Scissors	standard lab/class equipment	2	5	1 per teacher				
Serengeti Board Game Stickers, 1 in. (for game toke	Permanent Item	1	7	96 stickers per group (2 sheets of 48 stickers)				
Serengeti component articles (cards)	Permanent Item	1	8	1 set per group (each set has 8 cards)				
Serengeti game board	Permanent Item	1	7	7 boards per teacher				
Small dish or container to collect used glass beads	Locally-Sourced or Perishable	3	9	1 per group				
Special print: Bear Adaptation Poster	*Permanent Item*	*5*	*1,2*	*1 poster per teacher*				
Special print: Connecting Evidence For Speciation la	*Permanent Item*	*5*	*4,6*	*1 set (2 maps) per group*				
Special print: Matter and Energy Cards	*Permanent Item*	*5*	*2*	*1 set per group*	*B.2*			
Special print: Station Investigation	*Permanent Item*	*5*	*3*	*2 sets of cards per class*				
Special print: trait stickers, 1 inch	*Permanent Item*	*5*	*4*	*1 sheet (48 stickers) per group*				
Stickers for Blue chips (custom print)	Permanent Item	3	3	1 per student				
Stickers for Red chips (custom print)	Permanent Item	3	3	15 per group				
Sugar	Consumable Item	2	3	6 grams/group				
terry cloth washcloth	Permanent Item	4	2	2 per group				

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Test Tube Rack	Std. class/lab equip	3	9	1 per class + 1 per teacher				
Thermometer, infrared	*Permanent Item*	*5*	*2*	*1 per group*				
timer	standard lab/class equipment	2	2,3,8	3 per teacher (L2), 1 per group L3, 1 per group L8	B.3			
Timer	Std. class/lab equip	3	9	1 per group	B.2			
Timer	*std class/lab equipment*	*5*	*2*	*1 per group*				
toothpicks	Consumable Item	3	9	6 per group				
Transfer pipets, sterile, 1 mL	Consumable Item	3	9	2 per group + 6 per teacher				
UV Light Box (optional)	Locally-Sourced or Perishable	3	9	1 per teacher				
UV-sensitive yeast (Saccharomyces cerevisiae, G94	Consumable Item	3	9	1 vial per class				
Various Types of Fabric (optional)	Locally-Sourced or Perishable	3	9	amount & type needed depends on investigation choices; students will bring from home				
Various Types of Sunscreen (optional)	Locally-Sourced or Perishable	3	9	amount & type needed depends on investigation choices; students will bring from home				
Water, sterile	Locally-Sourced or Perishable	3	9	20 ml per class	B.2			
Wild type yeast (Saccharomyces cerevisiae, HA0 str	Consumable Item	3	9	1 vial per class				
Wildebeest Field Data Cards	Permanent Item	1	3	7 sets of cards per teacher				
Windex	Locally-Sourced (perishable, heavy, etc.)	2	2	1 oz per class				
Yeast	Consumable Item	2	3	15 grams/group				
Yeast-extract Dextrose Medium	Consumable Item	3	9	350 ml per class				

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**	
1" Binder clip	*std class/lab equip. (see list)*	*5*	*9*	*14 per teacher*		
1" binder clips	Locally-sourced or perishable	3	1,2	18 per teacher		
1" binder clips	Permanent Item	2	2,3	1 per water dropper station	C.5	
1" styrofoam balls	Permanent Item	2	4	7 per teacher	C.5	
1" styrofoam balls	*Permanent*	*5*	*10*	*6 per group*		
100 mL beaker	*std class/lab equip. (see list)*	*5*	*8*	*1 per group*	*C.3,C.4*	
100 mL Graduated cylinder	std class/lab equipment	4	5	1 per group	C.1,C.5	
100 mL graduated cylinder	*std class/lab equip. (see list)*	*5*	*8*	*1 per group*	*C.1*	
100-mL graduated cylinder	std. lab/class equpiment	1	3,9	1 per group	C.5,C.4	
1000 mL beaker	Permanent Item	4	3,4	2 per class	C.5	
1000 mL beaker	*std class/lab equip. (see list)*	*5*	*2*	*1 per teacher*	*C.1,C.2,C.3*	
1000mL beaker	std. lab/class equpiment	1	9	1 per class	C.4	
11/64" drill bit	Permanent Item	2	2,3	4 per water dropper station		
12" pipe cleaners	*Permanent*	*5*	*10*	*30 per teacher*		
15-16 quart plastic tub with lid	Permanent Item	2	2,3	4 sticks per water dropper station		
16.9 oz plastic water bottles	Locally-Sourced (perishable, heavy, etc.)	1	3	9 per class		
1M Hydrochloric acid, HCl	Consumable Item	4	7	25 mL per class		
2 pin boat rocker switch, rated to at least 1A, 12V	Permanent Item	2	13	2 per group		
2.25" polystyrene foam ball	Permanent Item	3	1	1 per teacher		
2" paper clip	standard lab/class equip.	2	2,3	1 per teacher		
2" styrofoam balls	*Permanent*	*5*	*10*	*9 per group*	*C.2*	
21" wires with alligator clips (best if red, black, yellow	Permanent Item	2	2,3,13	2 oz per class	C.5	
24-ounce plastic cups	Permanent Item	1	4	1 per group		
24" x 32" graph chart paper (1" grid)	Consumable Item	1	9,10	3 sheets per class		
240 piece molecular model set	Permanent Item	3	8,9	3 per teacher		
250 mL beakers	standard lab/class equip.	2	13	500 mL/group + 200 mL/class	C.1,C.4,C.3	
250 mL beakers	standard lab/class equip.	3	2,4	24 per teacher (4 per station)	C.1,C.2,C.4	
250 mL beakers	std class/lab equipment	4	3,4,7,8,10,11	36 per teacher	C.1,C.2,C.4	
3M Acetic acid, HC2H3O2	Consumable Item	4	4	100 mL per class		
3M Ammonium hydroxide, NH4OH	Consumable Item	4	4	100 mL per class		
3M Hydrochloric acid, HCl	Consumable Item	4	4	100 mL per class		
3M Sulfuric acid, H2SO4	Consumable Item	4	4	100 mL per class		
3x3 sticky notes	standard lab/class equip.	2	1,3,9	1 roll	C.1,C.4,C.5	
3x3 sticky notes (need 2 colors)	std class/lab equipment	4	1,2,3,5,6,7,12,14	28 per student	C.1,C.2,C.5	
3x5 notecard	Consumable Item	2	5,8,11,13	1		
4" HVAC aluminum coupler	Permanent Item	2	2,3	1 folder per 2 water dropper station		
4" x 6" piece of 1" foam insulation board	Permanent Item	2	7	1 per group		
4x6 sticky notes	Consumable Item	4	6	4 per group		
5" x 7" acrylic (hard plastic) sheet (including extras to	Permanent Item	2	4,7	18 per teacher		
5" x 7" PTFE sheet	Permanent Item	2	4,7	selection for student use		
500 mL beaker	std class/lab equipment	4	4	14 per class (L4)	C.5	
500 mL beaker	*std class/lab equip. (see list)*	*5*	*9*	*7 per teacher*		
500 mL flask	std class/lab equipment	4	7,11	5 per teacher		

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**	
6" x 4" x 3" boxes	Permanent Item	2	7	48 per group		
7" aluminum (or zinc) coated bucket	Permanent Item	2	2,3	2 per water dropper station		
8 mL disposable plastic pipette	Consumable Item	1	9	11 per class	C.4	
8 oz cups or 250 mL beakers	std. lab/class equpiment	1	4	2 per group	C.4	
8 oz deli container (no lid needed)	Permanent Item	2	2,3	2 per water dropper station		
8 oz deli container lid	Permanent Item	2	2,3	1 per galvanometer station		
8-oz foam coffee cup	Permanent Item	2	7	3 3-4" pieces per group and for teacher, plus additional pieces in lesson 10		
8-oz round deli container with lid	Permanent Item	2	13	1 per group		
8.5" x 11" paper	std class/lab equipment	4	4,5	1 sheet per group (L4); 1 sheet per group + 3 sheets p	C.1	
8" inflatable beach ball	Permanent Item	3	1	1 per teacher		
9V battery	Consumable Item	2	13	10-20 approximately 1 cm^2 pieces		
9V battery connector	Permanent Item	2	13	1 per group		
Absorption Spectroscopy—Demonstration Kit (includ	Permanent Item	3	5	1 per teacher		
Acetone	Locally-sourced or perishable	3	2,4	350 mL for L2 for teacher, and 500 ml for L4 for each class		
Aluminum foil	Locally-Sourced (perishable, heavy, etc.)	2	2,3,4,13	2 per water dropper station (L2-L3) plus 6 for test obje	C.4,C.5	
Aluminum foil	Locally sourced (perishable, heavy, etc.)	4	5	6"x 6" square per group	C.2,C.5	
Aluminum foil	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*9*	*25 ft per teacher*	*C.4*	
Aluminum pan (6x3x2)	Consumable	3	4	14 per class		
Ammeter	*Permanent*	*5*	*9*	*1 per group*	*C.2,C.4*	
Aquarium air valve (for 3/16" or 4 mm hose line)	Permanent Item	2	2,3	6 per water dropper station + 4 per group in L7		
Aquarium tubing 3/16" dia., 1" long	Permanent Item	2	2,3	2 per water dropper station		
Baking soda	Locally sourced (perishable, heavy, etc.)	4	5	20g per group		
Ball bearing, steel, 14mm - used as metal marbles	*Permanent*	*5*	*4,5,6,7*	*14 per teacher*		
balloons	Consumable Item	2	3,4,8	7 per water dropper/galvanometer (L2-L3, can be reused), 5/group (L13)		
Battery, 1.5 volt	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*9*	*2 per teacher*	*C.2*	
Bendy straw	Permanent Item	2	2,3,4,13	1 per teacher		
black construction paper	Consumable Item	1	6	3 sheets per class		
Black wire with alligator clips	*Permanent*	*5*	*9*	*7 per teacher*	*C.2*	
box cutter or utlility knife	Permanent Item	2	13	1 per teacher		
Box, corrugated cardboard, 4x3x2"	*Permanent*	*5*	*4,6*	*3 per group*		
Bromothymol blue	*std class/lab equip. (see list)*	*5*	*2*	*25 mL per class*	*C.1,C.4*	
bromothymol blue indicator	Consumable Item	4	3,5	10 mL per group (L3); 100 mL per class (L5)	C.5	
Calcium chloride	*Consumable*	*5*	*8*	*35 g per class*	*C.1,C.4*	
Calcium chloride, CaCl2	Consumable Item	4	11	44.1 g per class (L11)		
Calculator	standard lab/class equip.	3	1	1 per student	C.1,C.5	
calculator	std class/lab equipment	4	8,9	1 per student	C.1,C.2,C.5	
calculator	*std class/lab equip. (see list)*	*5*	*7*	*1 per student*		
Carbonated water	Locally sourced (perishable, heavy, etc.)	4	3	200 mL per group		
chart paper	std. lab/class equpiment	1	1,2,3,4,5,6,9,10,12	29 sheets per class	C.2,C.5,C.4	
chart paper	standard lab/class equip.	2	1,2,3,4,5,6,7,9,10,11,12,13,14	1 per student	C.1,C.4,C.5	
chart paper	standard lab/class equip.	3	1,3,4,5,10,2,9,11,6,8	1 pad per class	C.1,C.5	
chart paper	std class/lab equipment	4	1,2,3,4,6,7,10,11,12,13	55 sheets during unit	C.1,C.2,C.5	
Chart paper markers	std. lab/class equpiment	1	1,2,3,4,6,9,10,12	2 markers per group	C.2,C.3,C.5,C.4	

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Chart paper markers	standard lab/class equip.	2	1,2,3,4,5,6,7,9,10,11,12,13,14	27 sheets per class	C.1,C.4,C.5	
Chart paper markers	standard lab/class equip.	3	1,3,4,5,10,2,9,11,6,8	1 set/ class	C.1,C.5	
Chart paper markers	std class/lab equipment	4	1,2,3,4,6,7,10,11,12,13	1 per student	C.1,C.2,C.3,C.5	
Chart paper markers	*std class/lab equip. (see list)*	*5*	*1,2,3,4,5,8,9,10,13,12*	*1 set / teacher*	*C.1,C.2,C.3,C.4*	
citric acid monohydrate	Consumable Item	4	3,4,7	192.12 g per class (L3); 66 g per class (L4); 5.25 g per class (L7), OPTIONAL 28 g per class (L8)		
Classroom chair, 24”-48” high	Locally-Sourced (perishable, heavy, etc.)	2	2,3	2 per galvanometer station		
Clear container or bag	Locally-sourced or perishable	3	8,9	1 per pair of students		
Clear plastic cup, 20 oz	Consumable Item	4	5	1 per group		
clear plastic ruler	std. lab/class equpiment	1	1,4,6	1 per group	C.2,C.3	
clear sandwich bag	Locally-Sourced (perishable, heavy, etc.)	2	3,4	7 per teacher	C.1,C.4	
clear tape	std. lab/class equpiment	1	3,4,6,9	1 roll per group	C.5	
clear tape	*std class/lab equip. (see list)*	*5*	*4,6*	*1 roll*		
clipboard (optional)	Locally-Sourced (perishable, heavy, etc.)	2	5	1 per group		
cloudy cellophane tape	Consumable Item	2	5,10	3 per student + 2 per class		
colored markers	standard lab/class equip.	2	1,9	8 notes per students	C.1,C.4,C.5	
colored markers	standard lab/class equip.	3	1,9	1 per student	C.1,C.5	
colored markers	*std class/lab equip. (see list)*	*5*	*1,8,11,3*	*1 per student*	*C.1,C.2,C.3,C.4*	
colored pencils	*std class/lab equip. (see list)*	*5*	*1*	*3 per group*		
Copper foil, 0.003x4x7”	*Consumable*	*5*	*9*	*10, 7” x 4” long strips per class*	*C.2*	
Copy paper	standard lab/class equip.	3	4,8	15 per class		
Cotton ball, 100% cotton	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*2*	*1 per teacher*	*C.4*	
Cup (paper or plastic) - 8oz or larger	standard lab/class equip.	3	2	3 per class		
Cyanoacrylate glue	*Permanent*	*5*	*5,7*	*1 bottle (15g) per teacher*		
Dehumidifier (optional, useful in high-humidity areas)	Locally-Sourced (perishable, heavy, etc.)	2	2,3,4,5,7	1 per galvanometer station		
Digital scale	Permanent Item	1	9	1 per group	C.2,C.3,C.5,C.4	
Digital scale	Permanent Item	2	7,13	1 per student	C.1,C.4,C.3,C.5	
Digital scale	standard lab/class equip.	3	2	1 per teacher	C.1,C.2,C.4,C.5	
Digital scale	std class/lab equipment	4	5,7,8,11	4	C.1,C.2,C.3,C.5	
digital thermometer with metal probe	Permanent Item	1	3,9,10,11	9 per class	C.5	
disposable plastic pipette	Consumable Item	4	3,4,5	6 per group (L3); 32 per class (L4); 6 per group (L5)	C.1	
distilled water	Locally-Sourced (perishable, heavy, etc.)	1	9	3 gallons per class	C.2,C.5,C.4	
distilled water	Locally-Sourced (perishable, heavy, etc.)	2	13	50 g per group + 30 g per class	C.1,C.4,C.5	
distilled water	Locally sourced (perishable, heavy, etc.)	4	3,4,5,7,8,11	3225 mL (L3); 7850 mL (L4); 1600 mL (L5); 1000 mL (	C.1,C.2	
distilled water	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*9*	*3 L per class*		
dividers	std. lab/class equpiment	1	1	3 per student		
dot stickers	Consumable Item	1	1	1 each green and yellow per student	C.2,C.5	
Dry erase marker	standard lab/class equip.	3	3,7,10,11	1 per student	C.5	
Dry erase marker	*std class/lab equip. (see list)*	*5*	*2,8*	*1 per student*		
Dry erase marker, fine point	Locally sourced (perishable, heavy, etc.)	4	5	1 per student		
E10 screw-mount bulb socket	Permanent Item	2	13	1 per group		
Earth squeeze ball	Permanent Item	1	1,2	19 per teacher		
Electric tea kettle	Permanent Item	3	2	2 per teacher (1 per station for 2 stations)	C.5	
Electrical tape	*Consumable*	*5*	*9*	*1 roll*	*C.1,C.2*	

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**	
Electrode, iron	*Permanent*	*5*	*9*	*2 per teacher*	*C.2*	
Electrode, zinc	*Permanent*	*5*	*9*	*2 per teacher*		
empty gallon container with lid	Locally-Sourced (perishable, heavy, etc.)	1	9	4 per class	C.5	
Ethanol	*Consumable*	*5*	*2*	*150 mL per class*		
fabric scraps of various types such as silk, wool, rayc	Locally-Sourced (perishable, heavy, etc.)	2	4	1 per group		
Filter paper	Consumable Item	4	11	up to 6 sheets per group		
Fire syringe	*Permanent*	*5*	*2,3*	*1 per teacher*		
fishing line	Permanent Item	3	2,1	24 ft per class		
fizzing tablets	Consumable Item	1	3	18 per class		
Floss	Permanent Item	2	3,4	28 pieces per teacher		
foam cups with lids	Permanent Item	1	11,10	2 per group	C.3	
Food coloring - color A	Consumable	3	2	~6 drops per class	C.1	
Food coloring - color B	Consumable	3	2	~6 drops per class	C.1	
Food coloring - color C	Consumable	3	2	~6 drops per class	C.1	
food coloring (4 colors red/yellow/green/blue, 1 oz bc	Consumable Item	1	4,9	1 per teacher	C.3	
Full sheet protector	Permanent Item	3	3	36 per teacher (2 per group of 3)		
Funnel	Permanent Item	3	2	1 per teacher	C.4	
Funnel	std class/lab equipment	4	11	1 per group (L11)	C.3	
gallon jug	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*9*	*1 per class*		
Glass (or plastic) jar	Permanent Item	2	2,3	1 per teacher		
Glass capillary tubes (0.5 x 100 mm)	Consumable	3	2	15 per class (5 per station for 3 stations)		
Glass marble, 9/16" diameter, asst colors	*Permanent*	*5*	*4,5,6*	*1 per group*	*C.3,C.4*	
glass stir rod	std class/lab equipment	4	4,7,8,11	7 per class (number used each lesson varies)	C.2,C.5	
Half sheet protector	Permanent Item	3	1	7 per pair of students		
Hand drill	Permanent Item	2	2,3,13	1 per teacher	C.5	
hand drill	*Permanent*	*5*	*9*	*1 per teacher*	*C.1*	
hart paper	*std class/lab equip. (see list)*	*5*	*1,2,3,4,5,8,9,10,13,12*	*20+ pages per class*	*C.1,C.2*	
heat lamp	Permanent Item	1	3,6	3 per class		
heat lamp bulb	Permanent Item	1	3,6	3 per class		
Hot glue gun	Permanent Item	2	2,3,13	1 per teacher	C.3,C.5	
Hot glue gun	Permanent Item	3	8,9	1 per teacher	C.2,C.5	
Hot glue gun	*Permanent*	*5*	*4,5,6,7,9*	*1 per teacher*		
Hot glue stick	Consumable Item	2	2,3,13	1 per student	C.3,C.5	
Hot glue stick	Consumable	3	8,9	6 per teacher	C.2,C.5	
Hot glue sticks, mini	*Consumable*	*5*	*4,5,6,7,9*	*1 stick per group*	*C.2,C.3*	
Hot plate	std class/lab equipment	4	11	2 per teacher	C.5	
Hot plate or electric kettle	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*2*	*1 per teacher*		
Ice	Locally sourced (perishable, heavy, etc.)	4	11	1 tray of ice cubes		
ice cube trays or maker	Locally-Sourced (perishable, heavy, etc.)	1	4,11,9,10	14 ice cubes per section		
Index Cards, 4 x 6 Unlined	Consumable	3	1,4,6,7,8,11	37 per group of 5 students		
Indirectly vented chemical splash goggles	standard lab/class equip.	3	2	1 per student	C.5	
indirectly vented chemical splash goggles	std class/lab equipment	4	3,4,8,11,5,7,10	1 per student	C.5	
Individual whiteboard	Locally-sourced or perishable	3	3,10,11,12	1 per student	C.5	

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Individual whiteboard	Permanent Item	4	5	1 per student		
Individual whiteboard	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*2,8*	*1 per student*	*C.3*	
Infrared thermometer	Permanent Item	3	2	3 per teacher		
Instant cold pack	*Consumable*	*5*	*8*	*1 per class*		
Instant hot pack	*Consumable*	*5*	*8*	*1 per class*		
insulated cooler, 30 qt. or bigger	Locally-Sourced (perishable, heavy, etc.)	1	4,11	1 per class		
Invisible tape	Locally sourced (perishable, heavy, etc.)	4	5,6,11	1 roll per class		
Large plastic syringe with cap	*Permanent*	*5*	*2*	*1 per teacher*	*C.3,C.4*	
LED Voltmeter Ammeter, Red and Blue Digital Multin	Permanent Item	2	13	1 per group	C.5	
Level, mini	*Permanent*	*5*	*4,6*	*1 per teacher*	*C.1*	
Light bulb (E10, 12V, 0.3A)	Permanent Item	2	13	1 per teacher		
Lighter, Piezo, electric, long stem	*Permanent*	*5*	*2*	*1 per teacher*		
loose-leaf paper	Locally-Sourced (perishable, heavy, etc.)	1	1,9		C.3,C.5,C.4	
loose-leaf paper	standard lab/class equip.	3	1,3,8		C.1,C.5	
loose-leaf paper	std class/lab equipment	4	3,5	2 per student	C.1,C.5	
Magnet marbles, 0.63" in diameter	*Permanent*	*5*	*4,5,6,7*	*60 per teacher*		
Magnet, round, neodymium, 7x3mm	*Permanent*	*5*	*6,7*	*140 per teacher*	*C.1,C.2,C.4*	
Marble chips	Consumable Item	4	10	10 g per class		
Masking tape	Consumable Item	2	1	1 per student		
Mini-clothespins	Permanent Item	3	8,9	5 per pair of students		
modeling clay	Consumable Item	1	3,4	10 sticks per class		
NE-2H/C2A Neon Lamp, 65-120VAC, 1.90 mA	Permanent Item	2	3,4	14 ft per teacher		
Nitrile gloves (Disposable)	standard lab/class equip.	3	2	1 pair per student	C.1	
non-latex apron	standard lab/class equip.	3	2	1 per student	C.1	
non-latex apron	*std class/lab equip. (see list)*	*5*	*2,8,9*	*1 per student*	*C.3*	
non-latex aprons	std. lab/class equpiment	1	3,4,6,9,10,11	1 per student	C.3	
non-latex nitrile gloves	*std class/lab equip. (see list)*	*5*	*8,9*	*2 pairs per student*		
Oxalic acid, H2C2O4	Consumable Item	4	8	2 g per group		
painters tape (blue color)	Consumable	3	1,5,6,8	1 roll per teacher (25 ft.)		
Paper clips	Permanent Item	3	7,11	700 per teacher	C.4,C.5	
Paper clips	Locally sourced (perishable, heavy, etc.)	4	8	~225 g per class	C.3,C.5	
paper clips	*std class/lab equip. (see list)*	*5*	*7*	*2 per group*	*C.1,C.2,C.3,C.4*	
Paper cup, 9 oz	Consumable Item	4	5	1 per group		
Paper towels	standard lab/class equip.	3	2	3 sheets/ group		
Pen made from a recycled bottle	Permanent Item	3	13	1 per teacher		
Pennies	Permanent Item	3	2	36 per class (12 per station for 3 stations)	C.2	
Penny (shinny, not corroded or dirty)	Locally-Sourced (perishable, heavy, etc.)	2	2,3	1 per galvanometer station	C.3	
permanent marker	Consumable Item	2	5,13	14 per teacher	C.1,C.5	
permanent marker	*Permanent*	*5*	*5,10*	*1 per teacher*		
permanent markers	std class/lab equipment	4	1,2,3,5,6,7,12	1 per student	C.1,C.2,C.5	
pieces of scrap paper	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*4,6*	*10 pages per teacher*		
pipettes	standard lab/class equip.	3	2,4	48 per teacher (24 for L2 - 4 for 6 stations, 24 for L4 -	C.2	
Plastic bag (sealable)	Locally sourced (perishable, heavy, etc.)	4	8,3	10 per class	C.1,C.2	

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**	
Plastic clothespins	Permanent Item	2	2,3,7	6 per water dropper station		
plastic comb	Permanent Item	2	4	1 per group		
Plastic folder (to make plastic folder strips)	Permanent Item	2	2,3	2 per water dropper station		
Plastic game chips with ridges (like those used in Yal	Permanent Item	2	7	1 per group		
plastic pipettes	Permanent Item	2	2,3	1" per water dropper station	C.3	
Plastic storage bin or wash tub - used for soapy wate	Locally-sourced or perishable	3	2	6 per teacher (1 per station for 6 stations)		
Plastic test tubes (12 x 100 mm) with caps	Permanent Item	3	2	8 per class (4 per station for 2 stations)		
plastic wrap	Consumable Item	1	3	9 6" x 6" pieces per class		
Pliers, slip-joint, small	*Permanent*	*5*	*5,7*	*1 per teacher*		
Potassium chloride	*Consumable*	*5*	*8*	*35 g per class*		
Potassium hydroxide, KOH	Consumable Item	4	4	28.06 g per class		
prepared paper scraps	Locally-Sourced (perishable, heavy, etc.)	2	8	1/group	C.5	
roll of electrical tape (50 ft.)	Consumable Item	2	13	2 per group		
rubber bands	std. lab/class equpiment	1	3	3 per class		
Rubbing (Isopropyl) Alcohol (91%)	Locally-sourced or perishable	3	2,4	500 mL for L2 for teacher, and 500 ml for L4 for each class		
ruler	standard lab/class equip.	2	7,13	1 per group	C.1	
Ruler (metric)	Permanent Item	3	2	6 per teacher (1 per station for 6 stations)	C.1	
Ruler, 12" plastic with recessed groove	*Permanent*	*5*	*4,5,6*	*2 per group + 2 per class*		
safety glasses with side shields	*std class/lab equip. (see list)*	*5*	*4,7*	*1 pair per students*	*C.1,C.2,C.3,C.4*	
Sand, clean & dry	Consumable	3	4	4 oz per group for the pan + 2.5 oz per group for the cup		
sanitized indirectly vented chemical splash goggles	*std class/lab equip. (see list)*	*5*	*2,8,9*	*1 per student*		
Scale (0.1 g precision)	*std class/lab equip. (see list)*	*5*	*8*	*1 per teacher*		
scientific calculator	std. lab/class equpiment	1	4,12	1 per student	C.2,C.3,C.5,C.4	
scientific calculator	standard lab/class equip.	2	7,9,13	2 per group	C.1,C.4,C.5	
scissors	std. lab/class equpiment	1	6	3 per class	C.4	
Scissors	standard lab/class equip.	2	2,3,13	1 per galvanometer station		
scissors	std class/lab equipment	4	4	1 per group	C.1	
scissors	*std class/lab equip. (see list)*	*5*	*9,10*	*1 per teacher*	*C.2*	
Scoopula	std class/lab equipment	4	7,8,11	1 per group (L7); 2 per class (L8); 1 per group (L11)	C.5	
Scoopula	*Permanent*	*5*	*8*	*1 per teacher*	*C.1,C.2,C.3,C.4*	
Sharps disposal container	standard lab/class equip.	3	2	1 per teacher		
Small clear plastic cups or small petri dishes	*std class/lab equip. (see list)*	*5*	*2*	*2*		
Small flathead screwdriver	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*4,5,7*	*1 per teacher*	*C.2,C.3*	
small paper clips	standard lab/class equip.	2	5,8,11,13	1 per student + 2 per class		
Small sticky dots (need two colors, preferably green	*Consumable*	*5*	*1*	*3 each color per student*		
Sodium carbonate, Na2CO3	Consumable Item	4	11	6 g per group and 1 g per class (L11)		
sodium chloride	Locally-Sourced (perishable, heavy, etc.)	2	13	1 per group	C.1,C.4,C.3,C.5	
Sodium citrate dihydrate	Consumable Item	4	7	4 g per group		
Sodium hydroxide, NaOH	Consumable Item	4	4,8	20 g per class (L4); 2.89 g per group (L8)		
Special Print: Fuel Data cards, laminated	*Permanent*	*5*	*1,2,3,6,7,9,10,11,13*	*7 sets of 17 cards per teacher*	*C.1,C.2,C.3,C.4*	
stapler	std. lab/class equpiment	1	6	1 per class		
staples	Locally sourced (perishable, heavy, etc.)	4	8	1/2 box per class		
Steel nuts - Stainless Steel hex nut (M12) - used as s	Permanent Item	3	2	36 per teacher		

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**	
sticky note or dot sticker (Green)	Consumable Item	2	1	1 per student	C.1,C.4,C.5	
sticky notes	std. lab/class equpiment	1	1,3,5,7	9 per student	C.2,C.3,C.5,C.4	
Sticky notes	*std class/lab equip. (see list)*	*5*	*1,3,8,11,13*	*70+ pads per class*		
sticky notes (3" x 3")	Consumable	3	1,9	10 per student	C.1,C.5	
Sticky tack	Consumable Item	2	2,3,7	12 sq ft. per section		
sticky tack (optional)	*Permanent*	*5*	*2*	*4 oz per teacher*		
Stir rod	*std class/lab equip. (see list)*	*5*	*8*	*7 per teacher*	*C.4*	
stirring rod	standard lab/class equip.	2	13	1 per group		
Styrofoam cups with lids, 8 oz	Consumable	3	2	9 per class (3 per station for 3 stations)	C.1	
table salt	Consumable Item	1	9	1 lb per class	C.2,C.3,C.4	
Table salt (NaCl)	Locally-sourced or perishable	3	2	60 g (20 g per station for 3 stations)	C.1,C.2,C.4	
Table salt (sodium chloride), 500 g (for electrolyte so	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*9*	*500g per teacher*	*C.2*	
Table salt, NaCl	Locally sourced (perishable, heavy, etc.)	4	3,4	58.88 g (L3); 29.44 g (L4)	C.1,C.2,C.3	
Tabletop projector	standard lab/class equip.	3	5	1 per teacher		
Tap Water	Locally-sourced or perishable	3	2,4,5	3L for L2 for teacher, and 500 ml for L4 for each class, 0.5 L for L5		
Tea candle holders (with no candle)	*Permanent*	*5*	*2*	*3 per teacher*		
Thermometer, infrared	*Permanent*	*5*	*2*	*1 per teacher*		
Thermometer, liquid or digital (non-mercury)	*std class/lab equip. (see list)*	*5*	*8*	*1 per group*	*C.2,C.4*	
Thick String or Cord	Consumable Item	1	6	30 feet per teacher		
timer	std. lab/class equpiment	1	3,6	3 per class		
tinsel	Permanent Item	2	3,4	8 per teacher		
ultra fine tip permanent marker	std. lab/class equpiment	1	4	1 per group	C.2,C.5,C.4	
universal pH strips	Consumable Item	4	3,4,5,7,8	6 per group (L3); 8 per group (L4); 4 per group (L5); 4 per group (L7); 4 per group (L8)		
Vegetable Oil	Locally-sourced or perishable	3	2,4	500 mL for L2 for teacher, and 500 ml for L4 for each class		
Vinegar	Locally sourced (perishable, heavy, etc.)	4	5,10,11	500 mL per class (L5); 150 mL per class (L10), 50 mL per class (L11)		
Vinegar (for electrolyte solution)	*Locally-Sourced (perishable, heavy, etc.)*	*5*	*9*	*500 mL per teacher*	*C.2*	
Weighing dishes	*Consumable*	*5*	*8*	*7 per class*	*C.1*	
weighing paper	Consumable Item	4	4,7,8,11	5 per class (L4); 2 per group+ 1 for class (L7); 4 per group (L8); 6 per group + 3 for class (L11)		
well plate	Permanent Item	4	4	1 per group		
white construction paper	Consumable Item	1	6,9	3 sheets per class	C.4	
whiteboard or chart paper	Locally-Sourced (perishable, heavy, etc.)	1	10	1 per group	C.3	
whiteboard or chart paper markers (depending on ch	std. lab/class equpiment	1	10	2 per group	C.3	
Yellow wire with alligator clips	*Permanent*	*5*	*9*	*7 per teacher*		
zip sandwich bags, storage NOT freezer bags	Permanent Item	1	4,11	28 bags per class	C.2,C.4	

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**
~200 g mass	*Locally-Sourced or Perishable*	*2*	*3*	*1 per teacher*	
~2g mass - soft (e.g. an eraser, a piece of clay, a pie	*Locally-Sourced or Perishable*	*2*	*3*	*2 per teacher*	
~50 g mass	*Locally-Sourced or Perishable*	*2*	*3*	*1 per teacher*	
1.33" x 1.5" metal hinge	Permanent Item	3	4	7 per teacher	
1.5 volt D battery	Permanent Item	1	2,6	1 per group	
1/4" (or 6 mm) Deep Throat Heavy Duty Hand Held S	Permanent Item	5	5	1 per class	
1/4" x 2" Fender Washers	Permanent Item	3	4	200 per teacher	
1/4"-20 x 4" Hex Head Screw Bolt	Permanent Item	3	4	9 per teacher	
1000 ml beaker	standard lab/class equip.	4	13	1 per group	
12 in ruler	standard lab/class equip.	4	3,8,10	1 per group	P.2,P.3
15.7 Cup Round Food Storage Container	Permanent Item	4	10	1 pan per group	
18" x 15" corrugated sheet	Permanent Item	4	4	1 per student	
1N Aluminum Spring Scale	Permanent Item	3	4	2 per teacher	P.2,P.4
1x1 sticky notes	std class/lab equipment	5	1	175 per class	
2 pin rocker boat switch	Permanent Item	1	6,7	1 per teacher	
24 oz deli container	Permanent Item	3	4	5 per teacher	
3 kg digital scale	Permanent Item	3	4	4 per teacher	P.2
3x3 sticky notes	Std. Class/Lab Equipment	1	1	1 per group	P5,P.2,P.6,P.3,P.4
3x3 sticky notes	*Consumable Item*	*2*	*1,6,2,3,9,5*	*8/student + 5/section (stickies)*	*P.1,P.5,P.6,P.3,P.4*
3x3 sticky notes	std class/lab equipment	5	1,5,6,8,9	1 per group	P1,P.2,P.6,P.3,P.4
3x3 sticky notes	*Consumable Item*	*6*	*3,5*	*1 pad per group*	*P.1,P.2,P.3,P.4,P.5*
3x3 sticky notes (includes green, purple, pink)	Consumable Item	3	5,12,1,9,7	13 per student of any color + 5 per student of EACH g	P.1,P.2,P.4,P.5,P.6
3x5 sticky notes	*Consumable Item*	*2*	*1,2,4,5,7,13,9*	*1 pad per teacher*	*P.6*
500 mL glass beaker	*standard lab/class equip.*	*2*	*9*	*1 per group*	
5x7'' 0.04 Thick Clear Plastic Cast Transparent Plexi	Permanent Item	4	10	1 sheet per group	
6" ruler	Permanent Item	4	10	1 per group	
68 oz deli container	Permanent Item	3	4	5 per teacher	
8 oz deli container (lid needed)	Permanent Item	1	6,7	1 per teacher	
8.5" x 11" paper (cut in half)	Std. Class/Lab Equipment	1	2,3,6	1/2 sheet per student	
8.5" x 11" paper (for exit tickets, models, etc)	std class/lab equipment	5	2,3,9,1,4,10	one ream per class	
9"x11" cardboard	Permanent Item	5	8	2 per teacher	
9V battery (for digital ammeter)	Permanent Item	1	6,7	1 per teacher	
9V battery connector (for digital ammeter)	Permanent Item	1	6,7	1 per teacher	
alligator clips	Permanent Item	1	2,5,7	10 per group	
alligator clips	Permanent Item	5	4	6 per class	
alligator clips with one end stripped off to tape to the	Permanent Item	1	2,6	2 per group	
aluminum foil	*Consumable Item*	*2*	*11*	*1 foot per teacher*	*P.5*
basalt sample	*Permanent Item*	*2*	*9*	*1 per group*	
Black Markers	Std. Class/Lab Equipment	1	1,6,8,9	1 per class	P5,P.2,P.6,P.4
blue yarn	Permanent Item	1	2	3 yard strip	

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**
Bluetooth speaker	Permanent Item	5	1	1 per teacher	
books or blocks	*Locally-Sourced or Perishable*	*2*	*11,12*	*2 per group of 3-4 students*	
books or cardboard boxes	Locally-sourced or perishable	3	4	4 per group	
box cutter	*Permanent Item*	*2*	*2,3,4*	*1 per teacher*	*P.3*
Box cutter	Locally-sourced or perishable	3	4	1 per teacher	P.2
Bright Red Light Neon Light Bulb Indicator Lamp	Permanent Item	5	8	80 per teacher	
broad line markers	*standard lab/class equip.*	*2*	*9*	*1 per group and teacher*	*P.3*
C batteries	*Locally-Sourced or Perishable*	*2*	*11*	*3 per teacher*	*P.3*
C battery	Consumable Item	3	4	3 per teacher	P.2
calculator	Std. Class/Lab Equipment	1	9	5 per group	P5
calculator	std class/lab equipment	3	6	1 per student	
Calculator	standard lab/class equip.	4	2,4,5,7,8	1 per student	
calculator	std class/lab equipment	5	9		P1
camera	Locally-sourced or perishable	3	10	1 per teacher	
cardboard box	Locally sourced (perishable, heavy, etc.)	1	2	1 per group	
cardboard box	*Permanent Item*	*2*	*11*	*1 per teacher*	
cardboard packing box (2” x 3” x 4”)	Permanent Item	5	3	2 per group	P2,P3
cardboard pieces (1 sq ft. each)	Locally-sourced or perishable	3	10	35 pieces per class	
cardstock (or manilla folders)	Consumable Item	3	10	35 pieces per class	
chart markers	*standard lab/class equip.*	*6*	*1,2,3,4,5,6*	*1 pack per group*	*P.2,P.3,P.4*
Chart Paper	Std. Class/Lab Equipment	1	1,6,8,9,11	1 pad per class	P.2,P.6,P.3,P.4
chart paper	*standard lab/class equip.*	*2*	*1,11,6,9,10,7,2,13*	*45 sheets per section*	*P.1,P.5,P.6,P.3,P.4*
Chart paper	std class/lab equipment	3	13,1,3,7,15,8,12,14	20 per teacher	P.1,P.2,P.4,P.5,P.6
Chart paper	standard lab/class equip.	4	1,2,5,12	12 per class	P.1,P.2,P.3,P.5,P.6
Chart Paper	std class/lab equipment	5	1,3,5,9,8,10,7,13	1 pad per class	P.2,P.6,P.3,P.4
chart paper	*Consumable Item*	*6*	*1,2,3,4,5,6*	*1 pad per class*	*P.1,P.2,P.3,P.4,P.5*
chart paper markers	*standard lab/class equip.*	*2*	*6,11,9,12,10,13,7,1,5,4*	*1 per group*	*P.5,P.6,P.3,P.4*
Chart paper markers	std class/lab equipment	3	13,14,1,2,3,7,15,9,10,6,11,12	1 set per group	P.2,P.4,P.5,P.6
Chart paper markers	standard lab/class equip.	4	1,2,12	1 per student	P.1,P.2,P.3,P.6
chart paper markers (green)	std class/lab equipment	5	1,5,9,7,8,10,12,13,3	1 per student	P.2,P.3
chart paper markers (purple)	std class/lab equipment	5	1,5,9,7,8,10,12,13,3	1 per student	P.2,P.3
chart paper markers (red)	std class/lab equipment	5	1,5,9,7,8,10,12,13,3	1 per student	P.2,P.3
clear sandwich bag	*Permanent Item*	*2*	*2*	*18 per class*	
clear tape	*Locally-Sourced or Perishable*	*2*	*4*	*1 roll per teacher*	*P.1,P.5,P.6,P.3,P.4*
clear tape	Locally sourced (perishable, heavy, etc.)	5	12	1 roll per teacher	P1,P.2,P.6,P.3,P.4
Cocoa Powder	Consumable Item	4	10	28 grams/ .25 cup per class	
Colored Markers	Std. Class/Lab Equipment	1	1,9,10,11,2	1 set per group	
colored pencils	*Locally-Sourced or Perishable*	*2*	*5*	*1 per student*	*P.4*
Colored pencils, assorted colors	Permanent Item	4	1,4	1 box of 12 pencils per pair plus extras	P.2

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**
colored pens - blue	std class/lab equipment	5	1	1 per student	
colored pens - green	std class/lab equipment	5	1	1 per student	
colored pens - purple	std class/lab equipment	5	1	1 per student	
colored pens - red	std class/lab equipment	5	1	1 per student	
Compass	Permanent Item	4	2	16 per teacher	P.1
compasses	Permanent Item	1	5	12 per class	P5,P.4
compasses	Permanent Item	5	4	6 per class	P1
copy paper	*Locally-Sourced or Perishable*	*2*	*9*	*2 per class*	*P.6*
copy paper	Locally-sourced or perishable	3	10	35 pieces per class	P.2,P.6
copy paper	*Locally-sourced or perishable*	*6*	*3*	*1 pack per teacher*	*P.2,P.3*
digital ammeter (300 mA)	Permanent Item	1	6	1 per teacher	
Digital scale (3 kg max weight)	*standard lab/class equip.*	*2*	*12,9,11*	*1 per group*	*P.3*
Dissecting Generator	Permanent Item	1	6	2 per class	
Dot stickers (.75 inch)	*Consumable Item*	*6*	*1*	*8 per class*	*P.1,P.2,P.3,P.5*
dry erase marker (ultra fine tip)	Consumable Item	4	10	1 per group	P.3,P.6
Dry erase markers	standard lab/class equip.	4	1	3 per class	P.3
dry erase markers	*standard lab/class equip.*	*6*	*1*	*1 pack per teacher*	*P.3,P.4*
Dry erase markers (multiple colors)	std class/lab equipment	3	10,8,1,7,2,4,5,6	1 per student	P.4,P.6
duct tape (1" wide, 10' length)	Consumable Item	3	4	1 roll per teacher	P.2
duct tape or packing tape	*Locally-Sourced or Perishable*	*2*	*3*	*1 roll per teacher*	*P.3*
electrical tape	Permanent Item	1	6,7	1 ft. per teacher	P.6
Fishing line, nylon	Consumable Item	4	3,5	1 30 meter roll per class	
Flat metal washer (⅜" outer diameter, 11/64" inner di	Permanent Item	3	10	1 per teacher	
Flour, All-purpose	Locally-Sourced or Perishable	4	10	1 kg per group	
foam panels (1' x 1' x 1/2") - consumable	*Consumable Item*	*2*	*4*	*2 per teacher*	
foam panels (1' x 1' x 1/2") - permanent	*Permanent Item*	*2*	*2,4,3,11*	*7 per teacher*	*P.3*
funnel	*Permanent Item*	*2*	*12*	*1 per class*	
glue stick	Consumable Item	5	3	1 per group	
graduated cylinder	*standard lab/class equip.*	*2*	*9*	*1 per group*	
graduated cylinder (100 mL)	Permanent Item	5	5	1 per class	
granite sample	*Permanent Item*	*2*	*9*	*1 per group*	
Graph paper	Consumable Item	3	2	1 sheet per student	
Graphite lubricant	Consumable Item	3	4	.21 oz (approx) per class	
hand-crank DC generator	Permanent Item	1	6,7,5	1 per teacher	P5
hand-crank DC generator	Permanent Item	5	4	1 per teacher	P1
heavy duty aluminum foil	Consumable Item	3	10	1 roll (50 sq ft x 12") per teacher	P.5
heavy duty aluminum foil (50 ft.)	Consumable Item	5	5	1 per class	P.2,P.3
hot glue gun	*Permanent Item*	*2*	*11*	*1 per teacher*	
hot glue gun	Permanent Item	5	3	1 per class	P.2

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hot glue gun stick	*Consumable Item*	*2*	*11*	*about 1 stick per teacher*	*P.5*
incandescent bulbs (1.5V, 100mA) ("grain of wheat" b	Permanent Item	1	2,6,7	5 per group	
incandescent light bulb, G12 base	Permanent Item	5	2	1 per class	
index cards	Consumable Item	3	6,9	5 per teacher	
index cards (green)	Consumable Item	3	10	7 per class	
index cards (red)	Consumable Item	3	10	7 per class	
index cards (yellow)	Consumable Item	3	10	7 per class	
indirectly vented chemical splash goggles	*standard lab/class equip.*	*2*	*2,11*	*1 per student*	*P.5*
Indirectly vented chemical splash goggles	std class/lab equipment	5	5,8,1,2	1 per student	P.2
individual whiteboard	std class/lab equipment	3	1,7,2,4,5,6	1 whiteboard per student	
IR thermometer	Permanent Item	5	5,8,1	1 per class	
iron nail	Permanent Item	1	5	1 per group	P5
iron nail OR homemade generator tube from P.1	Permanent Item	5	4	1 per class	P1
Jumbo Craft Sticks	Permanent Item	4	10	1 per group	
Laminate flooring boards	Permanent Item	3	4	32 per teacher	
loose-leaf paper	*Locally-Sourced or Perishable*	*2*	*1,11,9,7,5*	*5 per student*	*P.3,P.4*
loose-leaf paper	std class/lab equipment	3	1,2,13	4 per student	P.2,P.4
Loose-leaf paper	standard lab/class equip.	4	1	6 per student	P.2,P.3
magnet wire (28 AWG)	Permanent Item	1	5,6	250 ft per group (or 2oz) per group, plus 500 ft (4 oz) f	P5
magnet wire OR homemade generator tube from P.1	Permanent Item	5	4	250 ft (or 2oz) per class	P1
Magnetic bumper set (ME-9885) Only bought separa	Permanent Item	3	10	1 per teacher	
Magnets, round, neodymium, 15mm diameter x 3mm	Permanent Item	4	2	7 per teacher	
Magnets, round, neodymium, 9mm diameter x 3mm t	Permanent Item	4	2	7 per teacher	
Marker, fine point permanent	Permanent Item	4	1,3,2	1 per student	P.3
masking or painters tape	Consumable Item	3	4,10,2	1 roll per teacher	P.2,P.5
Measuring tape, metal, retractable	Permanent Item	4	10	1 per group	
metal cart	Permanent Item	3	4	7 per teacher	
meter stick	*standard lab/class equip.*	*2*	*3*	*2 per teacher*	*P.3*
meterstick	std class/lab equipment	3	2	1 per teacher	P.2
microwave oven (10" x 11.75" oven floor)	Permanent Item	5	5,1,2,8	1 per class	
microwave safe plastic bowls (1" tall)	Permanent Item	5	5,8	4 per class	
microwave safe plastic cutting board (fit to size of mi	Permanent Item	5	5,8	3 per class	
microwave safe plastic wrap	Consumable Item	5	5	1 roll of 25 ft. per class	
microwave safe plate	std class/lab equipment	5	1	1 per teacher	
microwave-safe glass bowls (100-250 mL) with plasti	std class/lab equipment	5	5,8,2	8 per class	
nail polish	Permanent Item	1	5	1 per class	
needle nose pliers	*Locally-Sourced or Perishable*	*2*	*11*	*1 per class*	
neodymium magnets, 3/8"x3/8"	Permanent Item	1	5	2 per group	P5
neodymium magnets, 3/8"x3/8" OR homemade gene	Permanent Item	5	4	2 per class	P1
oven mitts	Permanent Item	5	5,2,8,1	2 per teacher	

The majority of OpenSciEd materials will come in a "starter" or "refresh" kit via ESA Vendor and ordered in support with Schools Team	**School site separate purchases:** -Fire extinguisher (1 per room) -Gloves (1 per student) -Lab aprons (1 per student) -Safety Goggles (1 per student) -Spill kit (1 per room)	**Due to timing constraints, Units 2 and 6 are optional. You can filter these out by using the green triangle in the Unit Header**			
Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**
painter's tape	*Consumable Item*	*2*	*12*	*1 meter per group*	*P.5,P.3*
painters tape, 50ft roll	Consumable Item	5	3,10	1 per class	P.2,P.3
paper clips	*standard lab/class equip.*	*2*	*3*	*2 per teacher*	
paper clips	std class/lab equipment	3	10	7 per class	
paper tube	Permanent Item	1	5	1 per group, plus 3 extra for the class	P5
Paper tube OR homemade generator tube from P.1	Permanent Item	5	4	1 per class	P1
Paper, butcher / poster (24" x 36")	Consumable Item	4	10,4	6 sheet per group	
pea gravel (or sand)	Locally-sourced or perishable	3	4	a 0.5 cu-ft bag per teacher ~48 lbs	
Pencils with eraser	standard lab/class equip.	4	4	1 per student	
permanent marker	*Locally-Sourced or Perishable*	*2*	*1*	*1 per student*	*P.1,P.5*
Permanent marker	Locally-sourced or perishable	3	1,9,5,7,12	1 per student	P.4
permanent marker	*standard lab/class equip.*	*6*	*2,3,5*	*1 per student*	*P.1,P.5*
permanent markers (black)	std class/lab equipment	5	1	1 per student	P1,P.2,P.6
petroleum jelly	*Locally-Sourced or Perishable*	*2*	*9*	*1 per class*	
Philips screw driver - small head	std class/lab equipment	3	4	1 per teacher	P.2
Philips screwdriver	Locally sourced (perishable, heavy, etc.)	1	2	1 per group	P.2
piece of wood (4” x 10” x ¾”)	Permanent Item	3	10	1 per teacher	
Pink Insulation Foam 1/2" Thick	Permanent Item	3	4	4 sq ft per teacher	P.2
plastic bin	*Locally-Sourced or Perishable*	*2*	*9*	*1 per group*	
plastic bottle	*Permanent Item*	*2*	*12*	*1 per group*	
Plastic capsule, 2" diameter with hole	Permanent Item	4	2,3,10,5	1 capsules per group plus a few extras	
plastic coil spring (1.4” x 4”)	Permanent Item	5	3	3 per group	
Plastic Fast Food Tray, 14 x 10 Inch	Permanent Item	4	13	1 per group	
Plastic paint tray (4" W x 8" L)	Permanent Item	4	13	1 per group	
Plastic tube (10 in x 10 mm)	Permanent Item	4	3	8 per class	
Plastilina	Consumable Item	4	2,10	2 pounds per teacher	
Pliers	Permanent Item	3	4,10	1 per teacher	
polystyrene ball (30 mm. dia.)	Permanent Item	5	3	13 per group	
power strip without light, without circuit braker, WITH	Permanent Item	1	2,6	1 per group	
protractor	*Permanent Item*	*2*	*12*	*1 per group*	
push-pull spring scale (10N)	Permanent Item	3	10	1 per teacher	
push/pull spring scales (5N)	*standard lab/class equip.*	*2*	*2,11,12*	*4 per group*	
Pushpins	Permanent Item	4	4	2 per group	
Receipt Paper, 3 in wide	Consumable Item	3	2	1 roll per class	
red LED bulbs	Permanent Item	1	5	3 per group	
regular aluminum foil	Consumable Item	3	10,4	1 roll (50 sq ft x 12") per teacher	
ring stand rod (3 ft)	std class/lab equipment	5	3	1 per group	
ruler	*standard lab/class equip.*	*2*	*3,11,2*	*12 per class*	*P.3,P.4*
ruler	std class/lab equipment	3	3,4	1 per group	P.2,P.4

The majority of OpenSciEd materials will come in a "starter" or "refresh" kit via ESA Vendor and ordered in support with Schools Team	**School site separate purchases:** -Fire extinguisher (1 per room) -Gloves (1 per student) -Lab aprons (1 per student) -Safety Goggles (1 per student) -Spill kit (1 per room)	**Due to timing constraints, Units 2 and 6 are optional. You can filter these out by using the green triangle in the Unit Header**			
Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**
Salt shaker	Permanent Item	4	10	1 per group	
Sand	Permanent Item	4	13	2.5 kg per group	
Sand paper OR homemade generator tube from P.1	Consumable Item	5	4	1 sheet	P1
sandpaper	Consumable Item	1	6	1 sheet per class	P5
Scale, digital, 500g x 0.01g	Permanent Item	4	2	7 per teacher	
Scale, spring, 1 Newton/100G	Permanent Item	4	2	1 per class	P.2,P.3
scissors	*standard lab/class equip.*	*2*	*2*	*1 per partner pair*	
screwdriver	*Permanent Item*	*2*	*11*	*1 per teacher*	
Sheet protectors	*Permanent Item*	*2*	*2,8*	*1 per student*	
Skewers, wood, thin, 6"	Permanent Item	4	10	2 per group	
Small carabiners	Permanent Item	4	3	1 per group	
small Philips head screwdriver	*Locally-Sourced or Perishable*	*2*	*11*	*1 per class*	*P.1,P.3*
small whiteboards	*Locally-Sourced or Perishable*	*2*	*12*	*1 per group*	
Smart cart	Permanent Item	3	10,4	1 per teacher	
smart cart track	Permanent Item	3	10	1 per teacher	
smart cart track end stop	Permanent Item	3	10	1 per teacher	
Special Print - Star Map, laminated	*Permanent Item*	*6*	*1*	*1 map per class*	
Special print: Free-body Manipulatives	*Permanent Item*	*2*	*2*	*1 per partner pair*	
Special print: L1 Phenomena Cards (printed in color	Permanent Item	4	1	1 set of Phenomena Cards per pair (each set has 14 cards)	
Special print: Rock Sample Site Map	*Permanent Item*	*2*	*8*	*1 per partner pair*	
spring clamp	*Permanent Item*	*2*	*3*	*2 per teacher*	
spring scales (1N)	*Permanent Item*	*2*	*11*	*3 per teacher*	*P.3,P.4*
Steel Double-Wide Mending Plate (3.5" wide)	Permanent Item	3	10	22 per teacher	
sticky dots	Locally sourced (perishable, heavy, etc.)	1	11,12	25 per group	P5,P.6,P.3
sticky dots (green, yellow, red)	Consumable Item	5	8,13		P1,P.2,P.6,P.3
sticky dots (green)	*Consumable Item*	*2*	*1,13*	*1 per student*	*P.5,P.6*
sticky dots (red and green)	Consumable Item	3	12	1-2 of each color per student	P.1,P.2,P.5,P.6
sticky dots (red)	*Consumable Item*	*2*	*13*	*1 per student*	*P.5,P.3*
sticky dots (yellow)	*Consumable Item*	*2*	*1,13*	*1 per student*	*P.5*
Sticky notes, 3x3	standard lab/class equip.	4	multiple	220 per class	P.1,P.2,P.3,P.5,P.6
Sticky notes, 3x5	standard lab/class equip.	4	1	14	P.6
Sticky tack	Permanent Item	1	5	1 package per class	P.2
sticky tack	*Consumable Item*	*2*	*2,3,11*	*16 tabs per group + 6 per teacher*	*P.1,P.3*
Sticky tack	Consumable Item	3	4,10	1 small pack per teacher (2 oz)	P.1,P.2
stopwatch	std class/lab equipment	3	4,8	7 per teacher	
straight edge	*Locally-Sourced or Perishable*	*2*	*2,3*	*1 per teacher*	
String	Permanent Item	1	5	1 roll per class	P.2
string	*Locally-Sourced or Perishable*	*2*	*3,11*	*1 spool per teacher*	*P.1*
T10 triangular bit screwdriver (optional, see notes)	Locally sourced (perishable, heavy, etc.)	1	2	1 per group	P.3
tape	Std. Class/Lab Equipment	1	2	1 roll	P5,P.2,P.4

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Name	**Category**	**Unit**	**Lesson #s**	**Total number per class/ per group/ or per student**	**Other Units**
tape	*Consumable Item*	*6*	*1,4*	*2 rolls per teacher*	*P.1,P.2,P.3,P.4,P.5*
tortilla chips and cheese	Locally sourced (perishable, heavy, etc.)	5	1	1 cup of each	
toy cars	Permanent Item	3	1,3,2	35 per teacher	
transparent tape	Consumable Item	3	9,10,6	1 roll per teacher	P.1,P.2,P.4,P.5,P.6
Transparent tape	Consumable Item	4	2,14	2 per teacher	P.1,P.2,P.3,P.5,P.6
tumble buggy	*Permanent Item*	*2*	*11*	*2 per teacher*	*P.3*
tumble buggy	Permanent Item	3	4	2 per teacher	P.2
Twisted nylon string	Permanent Item	4	4	1 per teacher	
Washers, steel, 7/8" outer diam., 3/8" inner diam., 2m	Permanent Item	4	3	10 per group	
water or sand	*Locally-Sourced or Perishable*	*2*	*12*	*1 pound per group*	
wire stripper (optional, see notes)	Locally sourced (perishable, heavy, etc.)	1	2	1 per teacher	
Wood circle chips (1.5 x 1.5 x 0.12 in)	Permanent Item	4	2	30 per group	
wood cubes (1.26 x 1.26 x 1.26 in)	Permanent Item	4	2	5 per group	
wood glue	Consumable Item	4	2	1	
Wood stick (1.0 x 12 x 0.5 in)	Permanent Item	4	2	1 per group	
yarn (green)	Permanent Item	1	2	3 yard strip	
yarn (red)	Permanent Item	1	2	3 yard strip	

Estimated Course Materials Budget: $3786

Please note that prices reflect a classroom where there are currently no materials. These estimated budgets are based on a 30 student classroom where students will work in groups of 4; for the very expensive materials, costs are based on dividing the class in quarters. Many of the items represented in the budget can be shared between classrooms or grade levels and/or can be found in or around the school or at home.

Projects	Related Activities	Item	# of Items Needed	Source	Notes
Safe Driving Laws	**All Labs**	Rulers (30 pack)	1	Amazon	
		Meter Sticks (Pack of 10)	1	Amazon	
		Masking Tape	1 roll per group		
	Lab Discourse and Modeling Activities	Whiteboards (2'x2.67') cut from 4'x8'	1 per pair (2 students)	Home Depot	
		Expo Markers	4 colors per pair		
		Whiteboard Erasers (30 pack)	1	Amazon	
	CV Lab	Tumble Buggy / Constant Velocity Cars	1 per group (3-4 students)	Arbor Scientific	
	Fan Cart Lab	Fan Cart Materials	1 per group	Exploratorium	You don't need materials for the sails. You can also purchase carts from Arbor Scientific for $20 each
		String	1	Amazon	
	All Labs and Distance Modeling	Chalk	1	Amazon	
Roller Coaster Design	**All Labs**	Rulers (30 pack)	1	Amazon	
		Meter Sticks (Pack of 10)	1	Amazon	
		Masking Tape	1 roll per group		
		Marbles	1	Amazon	
		Scale	1	Amazon	
	Ramp Speed Lab	Photogate	1 per group	Vernier	
		Labquest Mini	1 per group	Vernier	
	Lab Discourse and Modeling Activities	Whiteboards (2'x2.67') cut from 4'x8'	1 per pair (2 students)	Home Depot	
		Expo Markers	4 colors per pair		
		Whiteboard Erasers (30 pack)	1	Amazon	
	Labs and Final Product	Pipe Insulation Foam	2-4 per pair	Home Depot	
	Ramp Lab	Chalk	1	Amazon	
		Sharpie Paint Marker	1	Amazon	Use to make 1-cm markings on insulation
	Ramp Labs	Cardboard, whiteboards, plywood (for ramps at least 20" long)	1 per group		
		Materials to vary ramp heights (Ring Stands Recommended)	1 per group	Amazon, Carolina, or another Science Supply Company	
	Roller Coaster Design & Evaluation	Cardboard or other materials for roller coaster towers			Students need to build sufficient towers to hold up the pipe insulation to build their roller coaster. Actual materials needed depend on student designs and teacher constraints given available resources
	All Labs	Rulers (30 pack)	1	Amazon	
		Meter Sticks (Pack of 10)	1	Amazon	
		Masking Tape	1 roll per group		
		Whiteboards (2'x2.67') cut from 4'x8'	1 per pair (2 students)	Home Depot	

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Projects	**Related Activities**	**Item**	**# of Items Needed**	**Source**	**Notes**
Wind Power	**Lab Discourse and Modeling Activities**	Expo Markers	4 colors per pair		
		Whiteboard Erasers (30 pack)	1	Amazon	
	All Experiments & Designs	KidWind Basic Turbine Building Parts	2	Vernier	
		KidWind Extra Dowels (100 pack	1	Vernier	
		Glue (white or hot glue + glue guns)	1 per group		Alternatively, you can create "blanks" of the maximum size so students only need to cut. This saves tremendous student time but requires teacher or student out-of-class time. Less glue is needed if you do this
	All Experiments	Vernier Energy Sensor	2	Vernier	
		Labquest Mini	2	Vernier	
		Box Fans	2 per testing station (2 stations per class)	Amazon	
		Anemometers	2 per testing station (2 stations per class)	Amazon	
		PVC to make a turbine stand	2 per testing station (2 stations per class)		PVC pipe is used to create a turbine stand. Any stand design should work fine, as long as the turbine is high enough that the blades at their longest length and at the greatest angle do not run into the ground or the rest of the stand. Refer to this video to gain additional ideas for how to assemble the stand.
		Alligator Clips (20 pack)	1	Amazon	
		Cardstock, Manila Folders, or cardboard (for blades)	Enough for 3-4 blades per group per design round		
	Blade Length Lab & Designs	Scissors	1-2 scissors per group	Amazon	
	Checkpoint 2 & Checkpoint 3	Protractor (24 pack)	1	*Amazon*	
	Lab Discourse and Modeling Activities	Whiteboards (2' x 2.67') cut from 4' x 8'	1 per pair (2 students)	Home Depot	
		Expo Markers	4 colors per pair		
		Whiteboard Erasers (30 pack)	1	Amazon	

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Projects	**Related Activities**	**Item**	**# of Items Needed**	**Source**	**Notes**
Asteroid Avoidance	**Modeling Tasks**	Polar Coordinate Notebook	1 per group	Amazon	Could omit if using transparencies as long as photos are taken to save work
	Modeling Tasks (follow instructions for polar grids)	Transparency Paper for Copier (check compatibility)	1	Amazon	
	Circular Motion Lab	String	1	Amazon	
		Washers (0.5-1 inch)	25 washers per group	Home Depot	
		PVC (6" cutting)	1 per group	Home Depot	
	Collisions Lab & Circular Motion Lab	Scale	1	Amazon	
	Collisions Lab	8-10 ft, half-inch PVC pipe + cardboard or other spaces and duct tape	2 per group	Home Depot	Make "rails" to guide the croquet balls in collision lab and mark every cm with sharpie
		Black Sharpie	1 per group or 1 per teacher to preset		
		Croquet Set	1 per 3 groups	Amazon	
Atmospheric Spectroscopy	**Refraction Lab**	Prism	1 per group	Amazon	
	Diffraction Lab and Spectrum Tube Lab	Diffraction Grating	1 per 10 students	Amazon	
	Spectrum Tube Lab	Spectrum Tube Power Supply	1	Pasco	
		Spectrum Tube: Hydrogen	1	Pasco	
		Spectrum Tube: Helium	1	Pasco	
		Spectrum Tube: Carbon Dioxide	1	Pasco	
		Spectrum Tube: Water	1	Pasco	
		Spectrum Tube: Oxygen	1	Amazon	
		White Flashlight	1 per group	Amazon	

Estimated Course Materials Budget: $3786					
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Projects	**Related Activities**	**Item**	**# of Items Needed**	**Source**	**Notes**
Spectroscopy	**Opacity Lab**	Large Tank (fish tank or clear tub)	1 per group		
		Milk (regular or powdered)	1		
	Color Lab Demo	Lamp Outlet Adaptor	3+ adaptors	Amazon	
	Color Labs	RGB Flashlights	1 flashlight in red, green, and blue for each group	Amazon	
		Red Light Bulb	1	Amazon	
		Green Light Bulb	1	Amazon	
		Blue Light Bulb	1	Amazon	
	All Labs	Batteries	Enough for all materials		
Solar Technology	**Graph Stacks for all Labs**	Transparency Paper for Copier (check compatibility)	1	Amazon	
	Magnifying Glass Lab	Magnifying glass	1 per group (3-4 students)	Amazon	
		Thermometer	1 per group (3-4 students)	Pasco	
	Magnifying Glass & Flashlight Labs	Rulers (30 pack)	1	Amazon	
		Ring Stand	1 per group (3-4 students)	Amazon	
	Flashlight Lab	White Flashlight	1 per group (3-4 students)	Amazon	
	Heat Engine Lab	(Optional) Stirling Engine	1	Instructions	
	PV Cell Lab	Protractor (24 pack)	1	Amazon	
		Solar Panel	1 per group (3-4 students)	Vernier	
		Go Direct Energy Sensor	1 per group (3-4 students)	Vernier	You can also use a voltage probe with a low Ohm resistor.

Estimated Course Materials Budget: $1307

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Projects	Related Activities	Item	# of Items Needed	Number of Students per Group	Source	Notes
Sustainability	**Fishing for the Future**	Straws	1 per student (not reusable)	3-4	Grocery Store	
		Plain M&Ms	About 14 oz per 30 students	3-4	Grocery Store	
		Peanut M&Ms	About 14 oz per 30 students	3-4	Grocery Store	
		Medium Bowl or plate (not glass)	1 per group (can be reused each class)	3-4	Kitchen supply	
		Spoon	1 per group (can be reused)	3-4	Kitchen supply	
		Paper cups	1 per student (teacher discretion to reuse)	3-4	Grocery Store	
		Fishing Log handout	1 per group	3-4	Fishing Log handout	
	Predator Prey Relationships	Colored paper 10 x 10 cm squares	About 12	2-3	Craft Store	
		Colored paper 5x5 cm squares	About 100 (some groups can share if they need more)	2-3	Craft Store	
		Tape or 50x50 cm large paper	1	2-3	Craft Store	
		Predator Prey Simulation Data Table	3	2-3	Predator Prey Simulation Data Table	
		Graph paper (can be cut in half and/or both sides can be used)	2-3 depending on if both sides used	2-3	Craft Store	
		Predator Prey Relationships Directions handout	1	2-3	N/A	
Ecocolumn	**Ecocolumn**	2 liter clear plastic bottles	3	2-3	Student provided	
		Gravel	1-2 cups	2-3	Aquarium store or Amazon	
		Water conditioner	1-2 drops	2-3	Aquarium store or Amazon	
		O2 gas sensor*	Minimum 1 per classroom	2-3	Science supply vender such as Vernier	
		CO2 gas* sensor	Minimum 1 per classroom	2-3	Science supply vender such as Vernier	
		Nitrogen test kit**	1 per classroom	2-3	Aquarium store or Amazon	
		Dissolved oxygen sensor**	1 per classroom	2-3	Science supply vender such as Vernier	
		Thermometer or Temperature Probe	Minimum 1 per classroom	2-3	Science supply vender such as Vernier or Amazon	
		Interface for sensors (depends on the brand and type of sensor)	1 per group	2-3	Science supply vender such as Vernier	
		Soil	2-3 cups	2-3	Gardening center	
		Distilled water	~ 1 liter	2-3	Grocery store	
		Plants (moss works well)	Enough to cover the bottom of a 2 liter bottle	2-3	Garden center	
		Seeds (radish or other fast germinating variety)	3-6	2-3	Garden center or Amazon	
		Mosquito Fish	1	2-3	Science supply (Carolina biological, LiveAquaria, Amazon)	
		Aquatic plant (Elodea is one example)	1-3 depending on size	2-3	Aquarium store or science supply, see Petco	
		Packing tape	3 rolls per class	2-3	Office supply store	
		Box cutter	1 for the teacher only	2-3	Office supply store	
		scissors	4-6 per classroom	2-3	Office supply store	

Estimated Course Materials Budget: $1307

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Projects	Related Activities	Item	# of Items Needed	Number of Students per Group	Source	Notes
		Dead leaves	1 handful	2-3	Outside	
		Masking tape	3-6 per class	2-3	Office supply store	
		String (optional)	10-15 cm	2-3	Office supply store	
		Permanent markers	3-6 per classroom	2-3	Office supply store	
		Cups/scoops for distributing soil and gravel	1-2	2-3	Grocery Store	
		Worms	3-4	2-3	*Pet store, fishing store, compost bin. Ex: Petco*	
		Crickets	1-2	2-3	Pet store such as Petco	
		Other insects	variable	2-3		student provided
Personal Impact Project	**Our Changing Atmosphere**	Gridded Chart paper, 1 inch squares	1	2-3	Office supply store or Amazon	
		Meter Stick	1 (or 1 per class if the teacher sets up the axes)	2-3	Office supply store	
		½ inch colored sticky dots (or use a marker)	12	2-3	Office supply store or Amazon	
		Marker	1	2-3	Office supply store	
		Printout: Mauna Loa monthly data	1 month	2-3	Printout: Mauna Loa monthly data	
		Tape	1-3 per class	2-3	Office supply store	
		Globe	1 per class		*Office supply store or Amazon*	
Global Issues Network	**Effects of Radiation on Radish Seeds**	Irradiated Radish seed set (control + 5 levels of radiation. See package for # of seeds - Carolina sells packs of 50 each)	10 of each type of seed (could be less - minimum of 3 each)	3-4 (could also be done as demo)	Science Supply Vendor such as Carolina Biological	Could also be done as demo
		Petri dish	5	3-4	Science supply vendor such as Carolina	reusable each year
		Paper towel or filter paper to fit in petri dish.	5 (consumable)	3-4	Grocery Store	
		Spray bottle	1	3-4	Grocery Store or Amazon	can be shared between groups reusable each class and year

Estimated Course Materials Budget: $50/student for digital license

MLL Designated classrooms use the English 3D curriculum from Houghton Mifflin-Harcourt publishing company. Digital licenses include ALL needed student and teacher materials on a digital platform. However, supplemental print materials are available and many schools prefer print materials for their students. Some print materials can be reused from year to year while others are consumable and need to be replaced each year if used.

Course	Intended Student Levels	Item	# of Items Needed	Cost	Notes
Language Launch Volume 1 Unit 1-3	New Comers/Beginning Speakers	Teaching Guide	1 per teacher	$360	
		Student Edition Set	1 per student	$30	
Language Launch Volume 1 Unit 4-6	New Comers/Beginning Speakers	Teaching Guide	1 per teacher	$360	
		Student Edition Set	1 per student	$30	
Language Launch Volume 2	Beginning/Emerging Speakers	Teaching Guide	1 per teacher	$120	
		Student Edition Set	1 per student	$15	
Course B Volume 1	Grades 7-8	Teaching Guide	1 per teacher	$475	
		Issue Text	1 per student	$20	
		Language-Writing Portfolio	1 per student	$30	consumable
Course B Volume 2	Grades 9-10	Teaching Guide	1 per teacher	$475	
		Issue Text	1 per student	$20	
		Language-Writing Portfolio	1 per student	$30	consumable
Course C	Grades 11-12	Teaching Guide	1 per teacher	$475	
		Issue Text	1 per student	$20	
		Language-Writing Portfolio	1 per student	$30	consumable

Summit Public Schools - Tahoma

Comprehensive High School (Grades 9-12)
Site-Based/Traditional
Public
Summit Public Schools
College Board Code: 054620

Course List Manager
Caitlyn Herman
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Course List for: 2026-27
Printed On: 8/24/2026

A - History / Social Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
American History and Cultures *U.S. History*	1 Year / Classroom based
AP Government and Politics United States *Civics / American Government*	1/2 Year / Classroom based / UC Honors
AP United States History *U.S. History*	1 Year / Classroom based / UC Honors
Holocaust and Genocide: an In-Depth Study *World History / Cultures / Historical Geography*	1/2 Year / Classroom based
Modern World *World History / Cultures / Historical Geography*	1 Year / Classroom based
Modern World History 2 *World History / Cultures / Historical Geography*	1 Year / Classroom based
World Studies I *World History / Cultures / Historical Geography*	1 Year / Classroom based
World Studies II *World History / Cultures / Historical Geography*	1 Year / Classroom based

B - English

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP English Language and Composition *English*	1 Year / Classroom based / UC Honors
AP English Literature and Composition *English*	1 Year / Classroom based / UC Honors
English 10- Literature, Individuals *English*	1 Year / Classroom based
English 9- Literature and Personal *English*	1 Year / Classroom based

C - Mathematics

Title *Discipline*	Course Length / Learning Environment / UC Honors
Algebra 2 *Algebra II*	1 Year / Classroom based
Algebra I *Algebra I*	1 Year / Classroom based
AP Calculus AB *Calculus*	1 Year / Classroom based / UC Honors
AP Computer Science A *Computer Science*	1 Year / Classroom based / UC Honors
AP Statistics *Statistics*	1 Year / Classroom based / UC Honors
Finite Math *Additional Math*	1 Year / Classroom based
Geometry *Geometry*	1 Year / Classroom based
Math III / Precalculus *Mathematics III*	1 Year / Classroom based
Mathematics I *Mathematics I*	1 Year / Classroom based
Mathematics II *Mathematics II*	1 Year / Classroom based
Mathematics III *Mathematics III*	1 Year / Classroom based
Modeling and Statistical Reasoning *Statistics*	1 Year / Classroom based
Precalculus *Pre-Calculus*	1 Year / Classroom based

D - Science

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP Environmental Science *Interdisciplinary Sciences*	1 Year / Classroom based / UC Honors
Biology *Biology / Life Sciences*	1 Year / Classroom based
Chemistry *Chemistry*	1 Year / Classroom based
Chemistry in the Earth System *Chemistry/Earth & Space Sciences*	1 Year / Classroom based
Integrated Science 1 *Integrated Science 1*	1 Year / Classroom based
Physics *Physics*	1 Year / Classroom based
Physics in the Universe	1 Year / Classroom based

Physics/Earth & Space Sciences	
The Living Earth *Biology/Earth & Space Sciences*	1 Year / Classroom based

E - Language Other than English

Title *Discipline*	Course Length / Learning Environment / UC Honors
AP Spanish Language and Culture *LOTE Level 4+*	1 Year / Classroom based / UC Honors
AP Spanish Literature and Culture *LOTE Level 4+*	1 Year / Classroom based / UC Honors
Hindi *LOTE Level 4+*	1 Year / Online
Spanish 1 *LOTE Level 1*	1 Year / Classroom based
Spanish 2 *LOTE Level 2*	1 Year / Classroom based
Spanish 3 *LOTE Level 3*	1 Year / Classroom based
Spanish for Native Speakers 1 *LOTE Level 2*	1 Year / Classroom based
Spanish for Native Speakers II *LOTE Level 3*	1 Year / Classroom based

F - Visual & Performing Arts

Title *Discipline*	Course Length / Learning Environment / UC Honors
A Cappella Choir *Music*	1 Year / Classroom based
Advanced Multimedia Political Journalism *Interdisciplinary Arts*	1 Year / Classroom based
AP Drawing *Visual Arts*	1 Year / Classroom based / UC Honors
Creative Writing as Performance *Interdisciplinary Arts*	1 Year / Classroom based
Dance I *Dance*	1 Year / Classroom based
Drama I *Theater*	1 Year / Classroom based
Ensemble Music Production *Music*	1 Year / Classroom based
Experimental Theatre *Theater*	1 Year / Classroom based
Exploring Music *Music*	1 Year / Classroom based
Film and Video Production *Visual Arts*	1 Year / Classroom based

Hip Hop Culture *Dance*	1 Year / Classroom based
Intermediate Visual Art *Visual Arts*	1 Year / Classroom based
Intro to Dramatic Arts *Theater*	1 Year / Classroom based
Introduction to Choir *Music*	1 Year / Classroom based
Introduction to Musical Theater *Theater*	1 Year / Classroom based
Introduction to Video Production *Visual Arts*	1 Year / Classroom based
Introduction to Visual Art *Visual Arts*	1 Year / Classroom based
Movement Arts *Dance*	1 Year / Classroom based
Multimedia Political Journalism *Interdisciplinary Arts*	1 Year / Classroom based
Musical Theater- Intermediate Level *Theater*	1 Year / Classroom based
Photography I *Visual Arts*	1 Year / Classroom based
Spoken Word Musical Theater *Music*	1 Year / Classroom based
Studio Art *Visual Arts*	1 Year / Classroom based

G - College - Preparatory Elective

Title *Discipline*	Course Length / Learning Environment / UC Honors
Advanced Anthropology *History / Social Science*	1 Year / Classroom based
Advanced Journalism *Interdisciplinary*	1 Year / Classroom based
Cooking Fundamentals *Interdisciplinary*	1 Year / Classroom based
Entrepreneurship *Interdisciplinary*	1 Year / Classroom based
Ethnic Studies *Interdisciplinary*	1 Year / Classroom based
Explorations in Field Research *History / Social Science*	1 Year / Classroom based
Human Rights Education *History / Social Science*	1 Year / Classroom based
International Human Rights *History / Social Science*	1 Year / Classroom based
Intrapreneurship *Interdisciplinary*	1 Year / Classroom based
Intro to Computer Science & Info Tech	1 Year / Classroom based

Mathematics - Computer Science	
Intro to Programming *Mathematics - Computer Science*	1 Year / Classroom based
Introduction to Anthropology *History / Social Science*	1 Year / Classroom based
Introduction to Psychological Science *History / Social Science*	1 Year / Classroom based
Journalism *Interdisciplinary*	1 Year / Classroom based
Multimedia Journalism *Interdisciplinary*	1 Year / Classroom based
Psychology *History / Social Science*	1 Year / Classroom based
Psychology Applied to Modern Life *History / Social Science*	1 Year / Classroom based
Research & Advocacy in Human Rights *History / Social Science*	1 Year / Classroom based
Sociology of Law *History / Social Science*	1 Year / Classroom based
The Holocaust: An In-Depth Study *History / Social Science*	1 Year / Classroom based
Wilderness *Interdisciplinary*	1 Year / Classroom based

Appendix F

Partners in Developing a Research-Based Program

With the partners listed below, Summit Public Schools created Content Guides (these define content required for advancement in each course), a Skills Rubric (defining the levels of cognitive skill necessary for advancement from each grade level), and a Habits of Success Continuum (defining the developmentally-appropriate levels of mastery for non-cognitive skills). The following partners and their research have been referenced throughout the petition.

- **The Stanford Center for Assessment, Learning and Equity ("SCALE") –** SCALE's mission is to improve instruction and learning through the design and development of innovative, educative, state-of-the-art performance assessments, and by building the capacity of schools to use these assessments in thoughtful ways, to promote student, teacher, and organizational learning. In partnership with SCALE, Summit developed its Cognitive Skills Rubric, along with multiple performance tasks, "look-fors" and other cognitive-skill focused tools.

- **Linda Darling Hammond –** A mentor to and teacher of many Summit teachers and administrators, Dr. Darling-Hammond's ideas greatly influenced—and continues to influence—the academic model of Summit schools. The Right to Learn, Dr. Darling-Hammond's seminal text, offered Summit a blueprint for the types of schools, and the types of teachers, that Summit builds. Summit's program model draws heavily from Ms. Darling Hammond's research around teacher and school leader education and development, instruction of diverse student populations, and the value of heterogeneous environments. Dr. Darling Hammond's research on these topics has influenced national education policy and teaching best practices in schools nationwide.

- **The Buck Institute for Education –** The Buck Institute for Education is the leading research institution around the practice of Project Based Learning, in which students go through an extended process of inquiry in response to a complex question, problem, or challenge. A vast majority of Summit's projects have been built using the framework created by the Buck Institute.

- **EduCurious –** Seattle-based educational technology company EduCurious has been a close partner in the development of our biology curriculum. Although EduCurious has a slightly different project-based learning framework than the Buck Institute, Summit has found Michael Golden, Jane Chadsey and their faculty at EduCurious to be like-minded partners in the work of preparing every student for success in college and career.

- **Acknowledge Alliance –** Dr. Lisa Medoff and the staff at the Acknowledge Alliance (formerly the Cleo Eulau Center for Resilience) have been close partners in the development of Summit's Habits of Success framework. Dr. Medoff is an educational psychologist who teaches undergraduate and graduate courses at Stanford University,

works with the Acknowledge Alliance, and has her own clinical practice in Mountain View, California.

- **David Yeager –** Dr. Yeager is a researcher and professor of educational psychology at the University of Texas – Austin. His work primarily centers on behavioral factors in student learning, with a focus on mindsets. A protégé of Dr. Carol Dweck at Stanford University, Dr. Yeager and his research assistants consistently work with leading university and foundations to develop effective mindset interventions. His research directly informed Summit's self-directed learning cycle.

- **The Khan Academy –** Summit was one of the earliest school partners with the Khan Academy, and Summit continues to work closely with the organization to ensure that our mathematics curriculum is meeting the unique needs of all learners.

- **The Carnegie Foundation's Student Agency Improvement Community –** As a member of this learning community, Summit is developing and testing research-based social-emotional interventions with students.

- **SRI International –** In partnership with SRI, Summit is working to define measures for assessing students' Emotional Intelligence and Self-Directed Learning behaviors.

Summit educators also studied the following standards and research to create the Content Guides and Cognitive Skills Rubric: AAC&U College Learning for the New Global Century; ACT College Ready Standards; Advanced Placement materials; American Council on the Teaching of Foreign Languages; Assessment and Teaching of 21st Century Skills Taxonomy; College Knowledge (Conley); Common Core Literacy Standards; Common Core Mathematics Practice Standards; ConnectED's College and Career Ready Framework; CRESTT Measure of Workforce Readiness; EPIC's Key Cognitive Strategies & College and Career Readiness Framework; ETS Personal Potential Collegiate Index; JumpStart Financial Literacy K-12 Standards; National Academy of Science / Next Gen Science Standards; National Center for History in Schools Historical Thinking Standards; NWEA MAP / Descartes Continuum.

Appendix

G

Supports for All Learners

This is an overview of the supports that students with varying levels of need may receive. Individual student experiences may vary. During Personalized Learning Plan Meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available and a specific plan is created to best support the individual student. Supports are adjusted based on student progress and needs throughout the school year.

Assessments for Determining Academic, Behavioral and Social/Emotional Support or Intervention Needs

Name of Assessment
Summit Learning Cognitive Skills Average (English, History, Science)- Tier 1 and 2
Summit Learning Math Concept Area Average (Math) Tier 1 and 2
Smarter Balanced Assessment SBAC (English/Math) Tier 1
English Language Proficiency Assessment California ELPAC (language proficiency) Add'l
iXL Math Diagnostic (Math)- Add'l/Tier 3
iXL Language Arts (English)- Add'l/Tier 3
Teach to One Math - Tier 2
Summit Student Survey (Behavior/Social-Emotional)- Tier 1
SEL/Mental Health Strengths and Difficulties Questionnaire (CASEL)- Tier 2 and 3

List of Supports Provided to All Students (Tier 1)

Name of Support	**Focus/Content Area**	**Description, including entrance criteria**
Summit Learning Management System: Canvas	Math	Math concepts are key mathematical topics that students investigate through Math Units to understand why mathematical ideas work, not just how. Born out of the Common Core State Standards for Math and reflected within several states' standards, concepts allow for a focus in math classrooms on conceptual understanding, a key component of rigor as defined by the Common Core. Integrated language development strategies (SDAIE strategies) are incorporated into all core math classes Math grade 6-8 Integrated Math I grade 9 Integrated Math II grade 10 Integrated Math III grade 11 AP Statistics grade 12 Scheduled for **all** students as required to meet Summit graduation requirements.
	English	Cognitive Skills are Common Core standards-aligned interdisciplinary competencies that require higher-order thinking. The Center for Curriculum Redesign (CCR) suggests that these skills are "how we use what we know" and involve the four Cs: Creativity, Critical Thinking, Communication, and Collaboration. Through the Summit Model, students practice and develop 36 interdisciplinary cognitive skills that are necessary for college and career readiness in every subject and in every grade level. Integrated language development strategies (SDAIE strategies) are incorporated into all core English, History, and Science classes.
	History	

<table>
<tr><td></td><td>Science</td><td><table><tr><td>English</td><td>History</td><td>Science</td></tr><tr><td>English 6-8
English 9-10
AP English Language
AP English Lit</td><td>History 6-8
American Histories and Cultures
Modern World II
AP US History
AP Government</td><td>Science 6-8
Living Earth
Physics in the Universe
Chemistry in Earth Systems
AP Environmental Science</td></tr></table>
Scheduled for all students as required to meet Summit graduation requirements.</td></tr>
<tr><td></td><td>World Language</td><td>Spanish 1
Spanish 2
Spanish 3
AP Spanish

Scheduled for all students for a minimum of 2 years of high school.</td></tr>
<tr><td>Expeditions Program</td><td>Electives and career exploration</td><td>Students engage, explore, and pursue areas of personal interest and passion and potential career interests during expeditions program throughout the school year. Through a personalized learning plan and career interest inventory students prioritize expeditions program offerings that explore the self, community and word through a combination of on-campus electives, independent study, off-campus internships, and online learning options.

Prioritized personal schedules developed for all students for 6 weeks of the school year (in 2 week intervals).</td></tr>
<tr><td>Mentoring Group and Mentor: Student Check-ins</td><td>Academic, social emotional learning, behavior</td><td>Restorative practices are embedded in mentor group curriculum and practices daily for all students. Students meet semi-weekly with their teacher-mentors 1:1 to discuss their progress at school. Each mentoring session builds a deep connection and foundation of trust, and reflection about students' struggles and successes. Through goal-setting and planning, mentors support students while they practice important Habits of Success — 16 key social-emotional learning skills for comprehensive development that enable students to be successful at both academic and non-academic pursuits.

Scheduled daily mentor group for all students.</td></tr>
<tr><td>Office Hours weekly</td><td>Math, English, History, Science, World Language</td><td>Students attend drop in office hours offered by each teacher weekly as needed to get extra support.

Available to all students.</td></tr>
</table>

List of Targeted Supports Provided to Students in Need (Tier 2)

Name of Support	**Focus/Content Area**	**Description, including entrance criteria**
Small Group Instruction	Math, English, History, Science, World Languages	Students increase their ability on a specific cognitive skill or concept area through explicit small group instruction planned and led by the teacher. Planned for students who have not reached mastery of 70%+ in cognitive skills or concept area averages in core classes (at any given time throughout the school year. Cog skills and concept areas are assessed at the end of each project/unit).
Small social groups led by mental health counselors	Social emotional learning, behavior	Targeted additional small group supports for comprehensive development or mental health and wellness. Provided for students based on counselor and administrator observations.
More Frequent Mentor: Student Check-in	Academic, social emotional	Students meet frequently throughout the week with their teacher-mentors 1:1 to monitor individual or small group goals in progress (academic) or connecting (social-emotional/behavioral) check-ins.

	learning, behavior	Provided for students with 2 or more core courses with <70% project score, or grade level team referral.
Teach to One	Math	Personalized, competency-based learning. It uses real-time diagnostic data to provide students with "just right" material, ensuring they master foundational math concepts before advancing to higher-level topics. Available to all students

List of Intensive Supports Provided to Identified Students (Tier 3)

Name of Support	Focus/Content Area	Description, including entrance criteria
iXL Math	Math	Adaptive intervention intended to build fluency, confidence, and mastery of essential math concepts and skills via a self-paced, interactive online platform. Planned intervention for students with IEP goals in math core content.
iXL Language Arts	Reading comprehension, vocabulary, grammar	Adaptive intervention intended to build foundational reading comprehension, vocabulary, and grammar skills via a self-paced, interactive, online platform. Planned intervention for students with IEPs in English core content.
Individual mental health counseling	Social emotional learning, behavior	Individual intensive mental health counseling to address any of the 16 key social-emotional learning skills for comprehensive development or mental health and wellness needs Participation determined by teacher or administrator referral and analysis of behavior.
Mentor: Student Check-in daily	Academic, social emotional learning, behavior	Students meet daily with their teacher-mentors 1:1 to monitor individual or small group goals in progress (academic) or connecting (social-emotional/behavioral) check-ins. Provided for students with 3 or more core courses with <70% project score, or SST team referral

Additional Services for Students

Name of Support	Focus/Content Area	Description, including entrance criteria
English 3D instruction	English language proficiency development	Evidence-based ELD courses that meet the needs of multilingual learners at all proficiency levels—from newcomers to long-term multilingual learners. Planned intervention for students identified as multi language learners (MLL) multiple days per week depending on ELPAC proficiency levels.
Special Education: Specialized Academic Instruction	Academic skills as identified in IEP goals of diverse learners	IEP goal-based specialized academic instruction provided by a certified special education teacher to build mastery of individual IEP goals in the least restrictive environment for the student. Goals and services developed based on present levels of performance and IEP goal progress monitoring for students with an IEP.
Special Education: Lexia	Foundational reading skills as identified in the IEP goals of diverse learners	Ffundamental literacy skills instruction through personalized, adaptive technology, for students with a dyslexia diagnoses

Special Education: Axiom	Executive functioning skills as identified in IEP goals of diverse learners	Helps students develop the critical habits needed to thrive in school and daily life. It teaches students how to plan, organize, manage time, and self-regulate, transforming abstract concepts into practical, everyday skills
Special Education: Related Services	Social emotional learning, behavior, speech, occupational therapy, vision, hearing, mobility, etc.	IEP goal-based services provided by a certified related service providers based on individual IEP goals and needs outlined in the IEP. Goals and services developed based on present levels of performance and IEP goal progress monitoring for students with an IEP.
Special Education: Modifications and Accommodations	Modifications and accommodations for all subject areas available	IEP accommodations for school, classroom settings as well as testing are provided based on individual student needs outlined in the IEP. IEP modifications to curriculum instruction, and assessment are provided for individual students based on demonstrated need as determined by the IEP team.
504 Plan	Accommodations for all subject areas available	504 Plans are developed for eligible students with a physical or mental impairment which substantially limits one or more major life activities. 504 Plans outline supports and accommodations required to ensure equal access for the student.
Student Study Teams (SST)	Individual student plan to provide and track progress toward tier 3 intensive interventions	Early and intensive intervention to address academic, social-emotional or behavioral wellness concerns when strong tier 1 and 2 interventions alone are not proving effective. To further champion and investigate how to best support and accelerate progress, SSTs are formed to outline and monitor students' progress in tier 3 interventions.

Appendix

H

Strategies for EL Instruction & Intervention

Strategies for EL instruction and intervention used at Summit Public Schools are listed below. Strategies 1-5 and 7 are employed on a daily basis throughout Summit classrooms and several reflect core elements of the Summit model. Strategy 6 is used when students need additional intervention beyond the supports provided in Strategies 1-5 and 7.

(1) Self-paced content: Courses are generally designed with course content connected to course projects and units. This content is accessible anytime via a set of resources—which may include textbook passages, supporting articles and worksheets, videotaped lectures, teacher-created presentations, videos, etc.—and students progress through the content at the pace that is right for them as determined by the student and his/her mentor. Resources are specifically designed to be accessible to students of differing abilities and literacy levels.

(2) Skill-based projects and units: Skills-based projects and units develop students' skills, and are designed to align with the Common Core standards (including but not limited to literacy standards). These projects and units are heavily focused on both receptive and productive literacy skills, and student scores on projects provide teachers and mentors an opportunity to track growth over time. Because they emphasize skills instead of just discrete content knowledge, these projects are accessible to all students. Additionally, curriculum has embedded, aligned instructional supports specifically designed to support access for EL students. These embedded supports help give teachers and students access.

(3) Mentoring: A core tenet of the Summit Public Schools program is that every student is assigned a faculty mentor who regularly meets with each of his/her students. Mentors have the opportunity to deeply get to know each of his/her students and develop an authentic relationship with each mentee. Mentors leverage this relationship to advocate for the learning needs of each student, EL students specifically. The mentor helps the EL student set language goals for him/herself, helps monitor their growth, makes sure he/she is demonstrating that he/she can access the core curriculum, and advocates for and helps manage any interventions that might be needed.

(4) Classroom Strategies: All faculty include language goals (writing, reading, listening and/or speaking) and objectives in their lesson plans. Language objectives also include scaffolds for students, such as paragraph frames, sentence starters, outlines and curriculum aligned supports. When teachers are observed by their instructional coaches they are asked to reflect on these goals and whether or not they are being met. Faculty are trained in the Specifically Designed Academic Instruction in English (SDAIE) teaching approach and coached to make sure they are employing them every day. SDAIE and other appropriate techniques to help students access the core curriculum as well as make English language development progress include, but are not limited to:

- Multi-modal instructional strategies (verbal and visual, verbal and kinesthetic)
- Access to and training on graphic organizers and academic literacy techniques (e.g., note taking or t-charts)
- Pre-loaded vocabulary and context
- Leveled readings
- Flexible groupings
- Reading aloud, partner readings, explicit instruction and modeling around reading strategies
- Frequent formative feedback and checks for understanding
- Repetition of key concepts in various ways
- Use of visual cues
- Written and spoken instructions delivered step by step
- Differentiated instruction based on demonstrated mastery
- Kagen learning strategies that help students process learning verbally (e.g., think/pair/share)
- Encouraging participation through allowing additional processing time (e.g., telling a student that they are going to be "next" in answering a question orally)

- Low-stakes corrective feedback not only around content but also around language use
- Explicitly pointing out reading and vocabulary strategies such as identifying cognates and breaking down homonyms and homophones
- Use of visuals that reinforce spoken and written words (e.g., word walls)
- Use of gestures for added emphasis
- Adjusting speech (eg. speaking slowly, enunciating, repeating words or phrases, simpler syntax)
- Use of exaggerated intonations
- Using fewer idioms and clarifying the meanings of words or phrases in context
- Stress high frequency vocabulary
- Explicit academic vocabulary instruction (specifically Kate Kinsella's methods)
- Explicit academic literacy instruction (e.g., how to read different types of texts, how to use context to figure out words, etc.)
- Building background knowledge, especially for content that involves cultural, social or historical references
- And curriculum aligned specific strategies
- All faculty are trained in creating a classroom culture that allows for English learning to occur. All classrooms are evaluated on whether or not there is a culture of safety, which includes a safe space to take risks verbally, being supportive of learning new skills and content, and valuing the contributions of every member of the learning community. The goal is to maintain a low-level of anxiety for EL students so they can participate, develop and flourish.

(5) Student-centered Faculty Collaboration: On a weekly basis, faculty of each grade level meet to discuss student progress and any specific support needed. EL students (and other sub-groups of students) are regularly discussed to make sure they are making the appropriate progress. If it is determined that students are not making adequate progress then intervention plans are designed so that they can receive the appropriate support needed to access the curriculum. These interventions are regularly assessed to determine if they are effective or need to be adjusted.

(6) Student Interventions: When it is determined that students need additional support beyond the classroom strategies, individual intervention plans are developed and monitored in coordination with the student, the student's mentor, and the family. Those plans include, but are not limited to:

- Additional support time during the school day in the form of pull out instruction and support from an appropriately credentialed faculty member. This does not take the place of a mainstream course but rather is concurrent instruction so that students are still able to interact with their mainstream peers. Thus students can still experience a college-preparatory curriculum while at the same time receiving the dedicated time and support they need to gain fluency in reading, writing, listening and speaking in English.
- Additional support time in small groups during Support blocks which support students with skills and content mastery . Teachers are able to differentiate instruction and offer individual support in this time so that EL students can better access the curriculum.
- Additional support time built into the students' Expeditions experience. This can take many forms, such as targeted language instruction or extra time with teachers. It may or may not take the place of their regular Expedition course(s) in either middle school or high school.
- Adaptive reading supports that transforms how, what, and why students read, such as Coursemojo, a Common Core-aligned web-based reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation.

(7) Designated instruction: Students with an English Language Learner designation are assigned to a designated instruction block where they receive direct English language instruction for English learners by credentialed teachers. During this block teachers use designated instruction curricular materials aligned to student proficiency levels.

Sample Materials & Texts for EL Instruction

The following materials and text may be used in support of EL instruction:

- **Longman Dictionary of Comprehensive English (LDOCE)**
    - The *LDOCE* is a dictionary specifically designed for people learning the English language. It provides definitions by using a restricted vocabulary, helping non-native English speakers to get meanings easily.
    - These dictionaries are available linked to the online curriculum for students, at all times, on their Chromebooks
- **Coursemojo**
    - Coursemojo is an AI-powered teaching assistant designed to enhance English Language Arts (ELA) instruction. It acts as a digital co-teacher, embedding interactive, real-time supports—such as Socratic feedback and reading scaffolds—directly into core curricula for students, while giving teachers actionable insights and data.
    - Real-Time Translation: Provides instant, dynamic translation in over 60 languages, breaking down language barriers while keeping students engaged with complex grade-level texts.
    - Scaffolded Assistance: Guides students from confusion to understanding through Socratic questioning rather than just giving away the answers.
    - Text Accessibility: Includes built-in dictionaries, text-to-speech features with customizable reading speeds, and graphic organizers tailored to different language proficiency levels.
    - Writing Support: Offers multiple rounds of individualized feedback to support the writing process, helping EL students plan, draft, and revise
- **1:1 Chromebooks with internet access**
    - All students are provided with a Google Chromebook and use this as one of their primary learning tools.
    - Chromebooks have extensions that support EL students including:
        - Built-in accessibility and language features help bridge communication gaps, foster independent reading and writing, and allow students to engage with curriculum in their native language.
            - Select-to-speak
            - Dictation
            - Language switching
- **Grade-specific graphic organizers**
    - In collaboration, the faculty will agree upon common types of graphic organizers they want to use at each grade level and then all teachers use these graphic organizers to enable consistency across classrooms. The project-based curriculum is built around common structures and organizers. These will be made available to all faculty members via our internal Google Docs network.
- **Making Content Comprehensible for English Learners: The SIOP Model**
    - This book is used with all teachers as our organization believes it is one of the most comprehensive, coherent model of sheltered English instruction. It covers an overview of the issues related to educating English learners to frequently asked questions with answers from the authors to help teachers get started implementing SIOP®. The book

provides school administrators, teachers, and coaches with a superior tool for improving the education of English learners and promoting their academic gains.

- **HMH English 3D Curriculum**
    - *English 3D*® is an explicit and interactive English Language Development curriculum designed by Dr. Kate Kinsella. *English 3D* enables multilingual learners in grades K–12 to rapidly acquire the language skills necessary for academic success. HMH English 3D is used in designated instructional blocks.

Monitoring of Student Progress

- **Initial Assessment:**
    - ELPAC testing: All students who indicate that their home language is other than English will be ELPAC tested within 30 days of the first day of school and at least annually thereafter until re-designated as fluent English proficient
    - NWEA Map testing: All new students in grades 7-10 are MAP tested within the first week of school in order to get a baseline of performance in general literacy categories. This is used in conjunction with ELPAC scores to determine appropriate teaching strategies and coursework.
    - Teacher observations and work sample discussions: Teachers meet for additional hours together in the first couple weeks of school in order to diagnose student skills, both academic and habits of success.
- **Embedded Daily, Ongoing Assessment:**
    - At SPS, student progress is monitored daily and assessments are embedded into Canvas, content, projects and products from units. Examples of assessments include evaluations of content mastery and performance on skills, such as comprehension, use of evidence, vocabulary usage, making a claim, use of analysis, organization, discussion, verbal summary and synthesis.
    - All student performance information is available in dashboards and all stakeholders (students, parents, and faculty) can readily access these scores to examine if appropriate progress is being made.
    - Each students' mentor will track this growth and intervene when concerns arise. Additionally, the mentor and the student have a set appointment time each week to set short and long term goals and then evaluate progress to meeting those goals. EL students regularly set goals that are related to their language abilities.
    - In classes, students also receive daily formative assessment in the form of both written comments on their work and verbal comments regarding their work and classroom behaviors, such as oral participation.

Monitoring and Evaluation of Program Effectiveness

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

- Adherence 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 availability of adequate resources.

EL Professional Development Plan

Vision
Every SPS faculty member is an empowered, self-directed and continuous learner who is directly improving student outcomes every day. SPS faculty members have access to all the resources necessary to realize this vision for all students.

Specifics:

- Summer training
    - Faculty discuss the school's plan for ELs and the related implications for their role in executing the plan
    - Teachers are provided with training on resources and materials to support EL access in their courses.
    - All teachers participate in workshops that teach them how to analyze a variety of student performance data sources. These workshops teach them how to respond to growth and non-growth; how to use this data to differentiate their daily practice; and how to create appropriate student intervention plans
- During the school-year
    - During the year, workshops are created by Summit Public School's Learning Experience team in direct response to site needs. This happens during expedition times. Assuming that there will be a need for professional development related to EL students, the Learning Experience team will provide workshops that support the instruction of EL students.
    - This data is broken up into sub-groups, where EL students are one sub-group. Early on in the year, teachers are trained on how to analyze this data to inform their daily instruction. Throughout the year teachers are coached individually on how to increase the scores of their students.
    - Classroom observations, done by peers and administrators, are based on a set of instructional look-fors that direct attention to the supports that are being provided to English Learners.
- Specific EL PD materials and texts:
    - Making Content Comprehensible for Multilingual Learners: The SIOP Model
    - Curriculum embedded supports
    - Training on tools and how they can flexibly support EL students
    - Summit has invested time to study the best practices to support ELs in our model. This has resulted in a bank of strategies and resources that are most effective within the Summit context. We teach our faculty how to use these resources in Grade-level team meetings and professional development.

EL Coordinator Role

Designation
The administrative team, the EL Coordinator will be either the Executive Director or the Dean of Culture and Instruction.

Roles and Responsibilities

- Initial identification:

    - Students will be initially identified through administration of the home language survey, collection and review of enrollment documents and interviews with students and families.
    - Facilitates faculty collaboration around student observations and work samples as an additional indicator for identification
- ELPAC Coordination
    - Oversee and administer all aspects of ELPAC testing, including ordering of the tests to mailing results home to families.
- EL Program Coordination
    - Oversees and manages professional development specifically related to the direct support of EL students
    - Oversees and manages teacher coaching specifically related to the direct support of EL students. This includes, but is not limited to, coaching on strategies that directly support language development as well creating classroom environments that support language development.
    - Oversees and manages student interventions that are specifically designed for EL students
    - Responsibility for staying up to date on the latest best practices related to supporting EL students (including both classroom practices and the latest technologies)
    - Oversees and manages the logistics around reclassification

Appendix

I

Summit Public Schools Section 504 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 regulations have 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). FAPE includes the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Under Section 504, individuals with physical and/or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular 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, concentrating, thinking, communicating, 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 (IDEA). The identification, evaluation and education of students eligible for services under IDEA includes a child having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. The identification, evaluation and education of students eligible for services under the IDEA are addressed under the applicable laws, regulations, and Summit policies, as well as the policies and procedures of the SELPA.

The Director shall ensure that this policy and set of procedures are implemented and followed. Whenever there is reason to believe that, because of a disability, a student

needs regular 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 education and/or related aids and services. The 504 Team will include persons knowledgeable about Section 504 requirements, the student's individual needs and school history, and the ability to interpret classroom and evaluation data. 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 denies the provision of services, the school shall clearly document the procedure used to conclude that the student was ineligible for Section 504 services and procedural safeguards shall be provided to parent.

If the student, due to disability, is found to require regular 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 review the student's progress and placement annually.

Summit Public Schools will implement this policy through its corresponding Procedure.

Summit Public Schools 504 Procedures

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by 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 under Section 504, 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 education and/or related aids and services for participation in educational programs, activities, and school –sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular education and/or 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, concentrating, thinking, communicating, 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 intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – The Executive Director of the Charter School or their designee shall serve as the Charter School's Section 504 coordinator. Parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to, the 504 Coordinator at the contact information listed on the Charter School's website.

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 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 a disability 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 accommodations or supports the student may need. 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 that 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 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 a student with a disability 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 student with a disability, the 504 Team will develop a 504 Plan describing the student's disability and the regular education and/or related aids and services needed. The Plan will specify how the services and accommodations will be provided to the 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 60 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 has a disability but that no accommodations or services are necessary for the student, the 504 Plan shall reflect

the identification of the student as a student with a disability under Section 504 and shall state the basis for the decision that no additional 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 student with a disability 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, accommodations, modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement or when conditions warrant.

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
- File a complaint with the U.S. Department of Education, Office for Civil Rights (OCR), and/or 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 504 Coordinator c/o Summit Public Schools, 780 Broadway, 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 Charter SELPA or San Mateo 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 qualify 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 disability.
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).
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
U.S. Department of Education
915 Second Avenue Room 3310
Seattle, WA 98174-1099

Please contact Summit Public Schools, **780 Broadway, Redwood City, CA 94063,** with any questions regarding the information contained herein.

Appendix

J

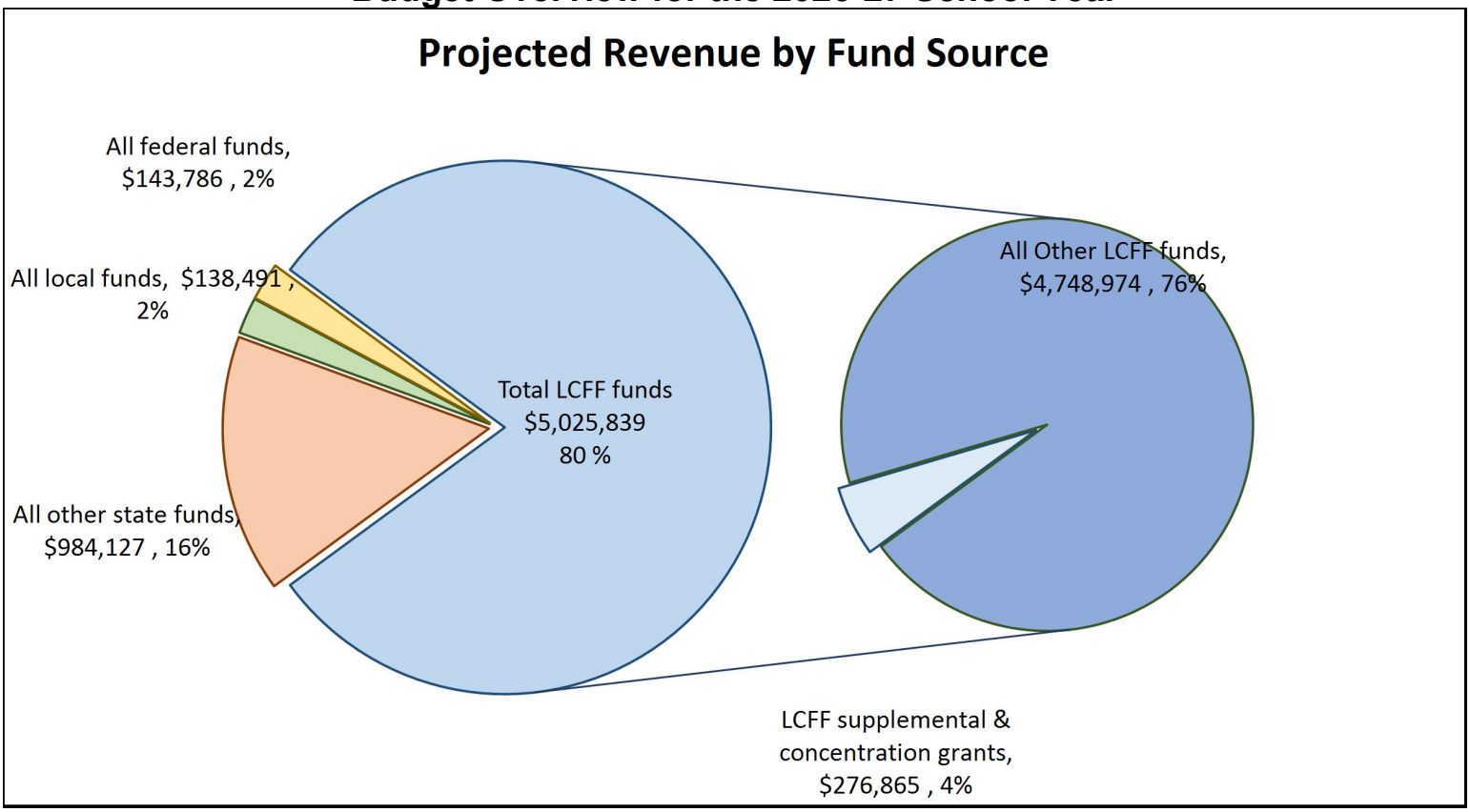
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Summit Public Schools: Tahoma
CDS Code: 43104390123794
School Year: 2026-27
LEA contact information:
Jonathan Stewart
Executive Director

408-729-7415

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

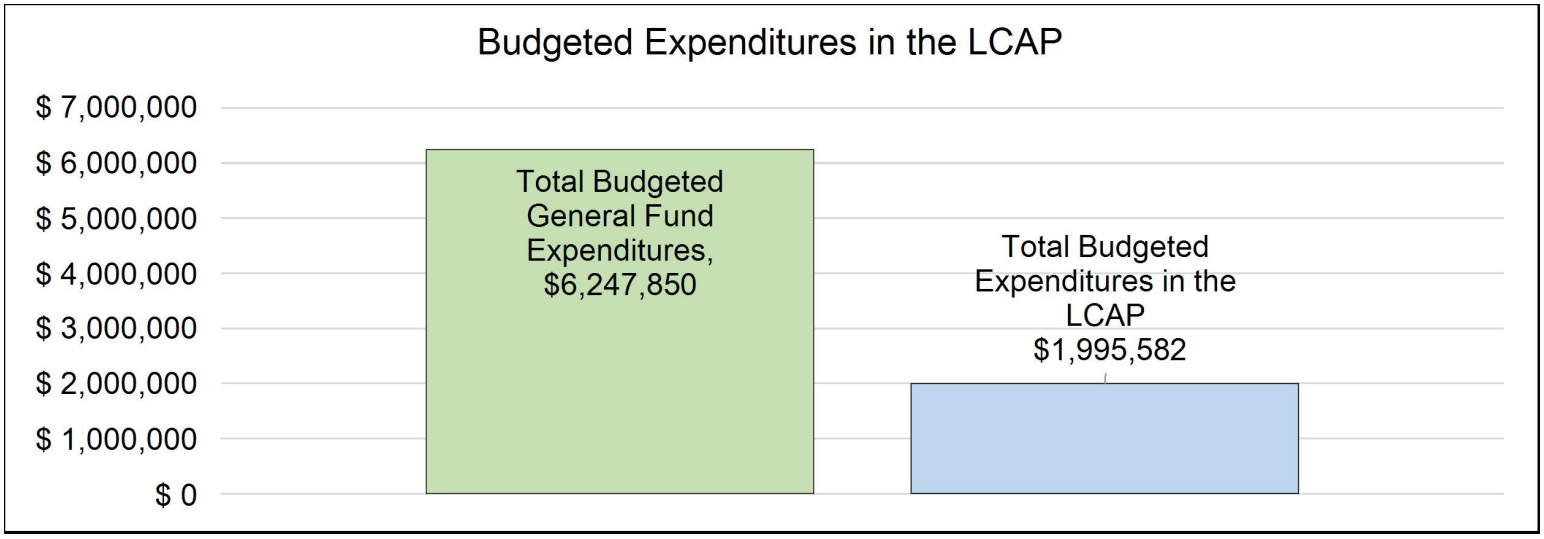


This chart shows the total general purpose revenue Summit Public Schools: Tahoma expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Summit Public Schools: Tahoma is $6,292,243, of which $5,025,839 is Local Control Funding Formula (LCFF), $984,127 is other state funds, $138,491 is local funds, and $143,786 is federal funds. Of the $5,025,839 in LCFF Funds, $276,865 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Summit Public Schools: Tahoma plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Summit Public Schools: Tahoma plans to spend $6,247,850 for the 2026-27 school year. Of that amount, $1,995,582 is tied to actions/services in the LCAP and $4,252,268 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

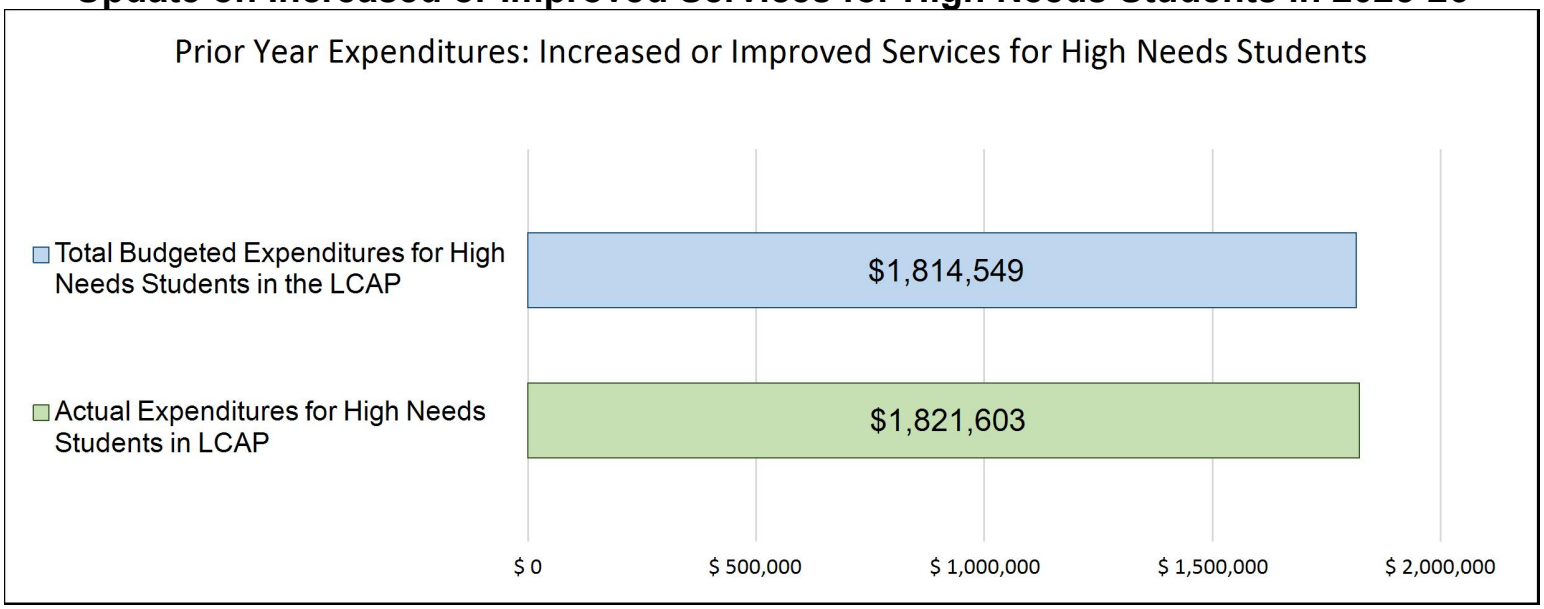
The General Fund Budget Expenditures not included in the LCAP include: portions of teacher salaries, facilities costs, administrative and operational roles. Additional expenditures include: general office costs, authorizer administrative fees, and instructional supply and software.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Summit Public Schools: Tahoma is projecting it will receive $276,865 based on the enrollment of foster youth, English learner, and low-income students. Summit Public Schools: Tahoma must describe how it intends to increase or improve services for high needs students in the LCAP. Summit Public Schools: Tahoma plans to spend $1,698,944 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Summit Public Schools: Tahoma budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Summit Public Schools: Tahoma estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Summit Public Schools: Tahoma's LCAP budgeted $1,814,549 for planned actions to increase or improve services for high needs students. Summit Public Schools: Tahoma actually spent $1,821,603 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $7,054 had the following impact on Summit Public Schools: Tahoma’s ability to increase or improve services for high needs students:

Summit's estimated actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 are slightly lower than the total budgeted expenditures for those planned actions and services. The difference between budgeted and actual expenditures is a change of approximately $238,326, which is easily accounted for by fluctuations in enrollment and staffing which occurred throughout the year and did not impact the implementation of our actions and services toward increasing and improving services for our high needs students in 25-26

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Summit Public Schools: Tahoma	Jonathan Stewart Executive Director	jstewart@summitps.org 408-729-7415

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Summit Tahoma is a member of the Summit Public Schools network: a thriving community of nine schools and one Home Office. The Summit network provides a collaborative environment for each school to innovate and share resources collectively, while benefiting from the agility of a connected organization.

Summit Tahoma serves as a leader in its local community and is committed to maintaining a highly personalized and responsive school environment. To truly deliver on the promise of our mission - to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life - Summit must simultaneously address immediate needs of students, academic outcomes, and long term trends in education. To do this, the Home Office provides robust support systems for projects such as charter renewals, facilities planning, data-responsive teaching practices, legal strategy, and financial organizing. The Home Office is also always available to respond rapidly to school site occurrences that may become deeply time consuming for folks on site. The structure of the Home Office ensures that our school site leadership can focus on what they do best: educating and inspiring young minds.

Summit Public School: Tahoma (Summit Tahoma) opened its doors in fall 2011 to its first class of 100 San Jose students, after being approached in 2009 by students, parents, and community members about opening a Summit-model school in the area. Summit Tahoma graduated its first class in June 2015 and currently serves approximately 314 students in grades 9-12.

In the 2025-26 school year, 24.5% of our students qualify for free or reduced lunch, 7.7% are English learners, and 20.2% are students with disabilities. The largest racial and ethnic subgroups at Summit Tahoma include Hispanic or Latino (41.8%), White (24.5%), and Asian (14.4%), two or more races (10.4%) , with smaller subgroups for Filipino, and Black or African American.

The mission of Summit Tahoma is to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life. Its small size, high-quality faculty, unique organization, innovative instruction, and personalized learning model support all students in successfully completing a rigorous, college-preparatory curriculum. Summit Tahoma families, students, and faculty attended numerous virtual public meetings in strong support of the school's successful five-year charter renewal in the 2020-2021 school year.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

As we reflect on our annual performance, Summit Public School Tahoma remains committed to evaluating our progress using both the California School Dashboard and internal data sources. This year's data reflects areas of strength, including high remarks for college and career readiness, graduation rates, suspension rates, and Green and Blue performance levels in ELA and Math respectively. Based on the 2025 CA School Dashboard and our internal data, our strengths and areas for growth are as follows:

- Academic Performance in Mathematics and Continued Growth: Summit Tahoma demonstrated strong outcomes in Mathematics, with All Students scoring 12.4 points above standard, increasing 20.1 points from the prior year and earning a Blue performance level. This represents significant academic growth and reflects the impact of instructional focus and support in mathematics.
- English Language Arts Achievement: In English Language Arts, All Students performed 63.4 points above standard, maintaining performance with a small 1.2 point decrease and earning a Green performance level. This sustained performance reflects continued strength in our literacy outcomes.
- High Graduation Rates Across Student Groups: Summit Tahoma achieved a 97.0% graduation rate for All Students, maintaining performance and earning a Blue performance level. Student group performance was also strong, including Hispanic students graduating at 97.6% (Blue, declined 2.4%) and Socioeconomically Disadvantaged students at 97.6% (Blue, maintained 0.3%), demonstrating consistent outcomes across groups.
- Strong College and Career Readiness Outcomes: The College and Career Indicator is Blue, with 97.0% of All Students identified as Prepared, maintaining performance with a 0.4% increase. Student group performance includes Socioeconomically Disadvantaged students at 97.6% Prepared (Blue, maintained 0.3%) and Hispanic students at 97.6% Prepared (Green, declined 2.4%), reflecting strong postsecondary readiness outcomes across our campus.

While we are proud of the progress made in several key areas, the 2025 California School Dashboard also highlighted important opportunities for growth. Specifically, our data indicates the need for deeper focus and targeted support in the following areas:

- Suspension Rate Increased with Disparities Across Student Groups: The Suspension Rate Indicator is Orange for All Students at 2.5%, increasing 0.5% from the prior year. Several student groups also experienced higher rates, including Students with Disabilities at 8.0% (Orange, increased 4.1%), Socioeconomically Disadvantaged students at 4.9% (Orange, increased 2.6%), and Hispanic students at 4.5% (Orange, increased 1.0%). In contrast, Asian students and students identifying as Two or More Races

both earned Blue performance levels at 0.0% (declined 1.3% and maintained 0.0%, respectively), and White students earned a Green performance level at 1.1% (declined 0.9%).

- English Language Arts Performance Gaps for Hispanic Students: While overall ELA performance remains strong, Hispanic students scored 30.6 points below standard, declining 62.9 points and earning an Orange performance level. This represents a two-level gap compared to All Students (Green) and indicates a need for targeted academic support.
- Mathematics Performance Gaps for Hispanic Students: In Mathematics, Hispanic students scored 73.7 points below standard, declining 3.0 points and earning an Orange performance level, compared to All Students at Blue, representing a significant performance gap of more than two levels. This highlights the need for focused intervention to support our Hispanic students.

Learning Recovery and Emergency Block Grant: Summit Tahoma has unexpended LREBG funds for the 2026-27 school year. LREBG funded actions may be found in Goal 1, Actions 3. We will utilize remaining Learning Recovery Emergency Block Grant (LREBG) funds to support targeted academic intervention, instructional coaching, and supplemental learning supports aligned to identified student needs in English Language Arts and Mathematics. These investments are aligned to the allowable uses of LREBG funds by addressing learning recovery through evidence-based academic interventions, expanded instructional supports, and increased access to personalized learning opportunities for students disproportionately impacted by unfinished learning. The selected actions support the school's identified areas of need reflected in Dashboard performance data, including Mathematics achievement, English Learner Progress, and academic intervention systems, and are intended to accelerate student growth, strengthen instructional consistency, and improve equitable student outcomes.

Summit Tahoma does not receive Equity Multiplier funding.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

NA: Not on Technical Assistance

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA: Not on CSI

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA: Not on CSI

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA: Not on CSI

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
All Educational Partners	In the implementation and ongoing monitoring of the LCAP, Summit Public Schools continued to actively engage key educational partners, including teachers, principals, administrators, school personnel, parents, and students. Building on the foundation established in the first year of our three-year LCAP cycle, this year's engagement process focused on reflecting on Year 1 and Year 2 outcomes, analyzing California School Dashboard results, and identifying both areas of progress and opportunities for growth as we moved through the 2025–26 school year and planned for 2026-2027. To support this work, we continued to administer targeted LCAP input surveys designed to gather actionable feedback on the effectiveness of current goals, actions, and investments. These surveys were distributed in the spring, allowing stakeholders to reflect on their experiences with implementation and provide informed input on what is working well and where adjustments may be needed. In addition to survey data, Summit facilitated direct engagement opportunities through School Site Councils (SSC) and caregiver groups. These sessions created space for dialogue, enabling participants to share perspectives on student outcomes, discuss the impact of current strategies, and offer recommendations to strengthen implementation moving forward.

Educational Partner(s)	Process for Engagement
	Using this input, school leaders and network staff engaged in structured reflection on progress to date, identifying key insights to guide continuous improvement throughout the year as well as planning for next school year. Findings and proposed refinements were shared through a public hearing process, ensuring transparency and continued partnership with the broader community. This year's engagement process reinforces Summit's commitment to a collaborative and iterative approach to LCAP implementation—one that centers the voices of our community and ensures that our strategies remain responsive to the evolving needs of our students and families.
Families (Caregivers)	Family input continues to be collected through the annual family survey which the school distributed in March via school newsletters, network wide newsletters, phone calls, text messages, and mentor engagement. SSC/ELAC Meetings: Our SSC and ELAC met quarterly this past year on Zoom and in person when applicable, and parents had the opportunity to discuss student growth, successes, and challenges. Parents shared what was and was not working about our program and Actions outlined in the LCAP and what supports their children needed. Our SSC serves as our LCAP Advisory Committee and spends additional meeting time providing LCAP input and reviewing draft and final LCAPs.
Staff/Admin	Another critical educational partner that provided feedback on LCAP goals, actions, and the needs of the school as they pertain to student outcomes were the school faculty. Throughout the year, faculty participate in Leadership Team meetings and discuss mission critical actions for the school. In May, the school Directors collected additional feedback specific to the reflection of the LCAP goals and actions from faculty.
Students	Student input towards Actions was collected primarily through our student survey which was sent out in the spring of 2026

Educational Partner(s)	Process for Engagement
SELPA	Our LCAP was sent to our SELPA for review and comment in June
Board of Directors	We held a public hearing prior to the official approval of our LCAP to provide the public an opportunity to review and comment on our LCAP Draft on June 11th with the official approval also taking place on June 11, 2026.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Summit Public Schools engaged a broad range of educational partners throughout the development of the 2026–27 Local Control and Accountability Plan (LCAP), including students, families, teachers, school leaders, staff, community members, and advisory groups. Educational partner engagement opportunities included surveys, stakeholder meetings, focus groups, advisory committee meetings, LCAP engagement sessions, and ongoing opportunities for feedback and reflection throughout the school year. Feedback from educational partners highlighted strong appreciation for Summit's continued focus on academic rigor, student-centered learning, college and career readiness, restorative school culture, and personalized student supports. Educational partners also emphasized the importance of maintaining strong systems of academic intervention, strengthening attendance supports, deepening restorative practices, and expanding meaningful college and career-connected learning opportunities for students.

As a result of educational partner feedback, Summit refined several implementation priorities and actions within Goal 1 focused on strengthening academic achievement systems and college and career readiness opportunities. Stakeholder feedback reinforced the importance of creating more aligned and coherent instructional systems that allow educators to more effectively identify learning gaps, personalize instruction, and provide timely intervention supports for students performing below standard. In response, Summit strengthened its Common Core Assessment Plan by deepening collaborative teacher data cycles and reintroducing MAP interim assessments systemwide to provide more actionable and precise information regarding student learning and academic growth. Teachers will continue working in PLC-style collaborative teams to analyze assessment data, identify student needs, and adjust instruction and interventions accordingly.

Educational partner feedback also supported continued refinement of Summit's instructional model and intervention systems to create stronger alignment between Tier 1 core instruction and Tier 2 intervention supports. As a result, Summit will continue implementing high-quality instructional materials across content areas, including Illustrative Mathematics (IM 360), EL Education, Odell Education, and OpenSciEd, while strengthening coherence between intervention tools and core instructional programs. Summit is also refining intervention systems through implementation of Teach to One in mathematics and expanded use of tools such as Course Mojo to support writing development, differentiated instruction, and English Learner supports. These refinements were directly influenced by stakeholder feedback emphasizing the importance of targeted, aligned, and research-based supports that improve student outcomes while reducing fragmentation in instructional delivery.

Educational partners also expressed strong support for expanding meaningful college and career-connected learning opportunities that

increase student engagement and postsecondary readiness. In response, Summit updated Action 1.3 to strengthen the focus of the Expedition Program and career-connected learning pathways. Students will continue participating in internships, dual enrollment opportunities, independent study experiences, and career exploration opportunities designed to build practical skills and college and career readiness. Additionally, Summit is building certificated pathway opportunities across schools, particularly within healthcare pathways, to increase access to industry-recognized certifications and workforce readiness opportunities for students.
Stakeholder feedback related to Goal 2 reinforced the importance of maintaining a safe, inclusive, and relationship-centered school environment while continuing to address attendance and suspension outcomes proactively. Families, staff, and students emphasized the importance of early intervention, relationship-building, restorative approaches, and targeted support systems for student groups disproportionately impacted by chronic absenteeism and suspension outcomes. In response, Summit will continue prioritizing early identification and intervention related to attendance, with increased focus on addressing attendance concerns early in the school year before patterns of chronic absenteeism develop. Summit will also continue strengthening restorative practices and proactive student supports designed to reduce suspension rates and increase student belonging, connectedness, and engagement across school communities.
Educational partner survey and engagement feedback included:

- 93.85% Students responding positively to “I feel Physical safe at school” on student survey
- 88.47% Students responding positively to “I feel emotionally safe at school” on student survey
- 89.23% Students responding positively to “There is at least one adult at my school that I trust" on student survey
- 96.55% of Families responding positively to “I feel my child is physically safe at school”
- 96.55% of Families responding positively to “I feel my child is emotionally safe at school”
- 96.55% of Families responding positively to “I feel connected to my student’s school” and
- 89.66% of Families responding positively to “My student’s school uses my feedback when making decisions”

Overall, educational partner feedback affirmed Summit Public Schools’ continued commitment to rigorous academics, personalized student supports, college and career readiness, restorative school culture, and collaborative continuous improvement. Feedback from students, families, staff, and community members directly informed refinements to instructional systems, intervention supports, attendance strategies, restorative practices, and career-connected learning opportunities reflected within the adopted LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our LCAP Goal 1, which states that "All students will develop the skills, knowledge, habits, and a sense of purpose necessary to attain economic empowerment," was crafted with a clear and intentional focus based on extensive feedback from our educational partner groups and a deep analysis of our organizational priorities and data.
Throughout our engagement process, we heard from many educational partner groups the importance of aligning our new LCAP with the organization's mission: "To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life." This goal encapsulates our commitment to this mission, ensuring that our students are equipped not only with academic knowledge but also with the practical skills and purposeful habits needed for economic empowerment and future success. Additionally, this goal aligns seamlessly with the organization’s updated priorities and initiatives, reinforcing our strategic focus on preparing students for life beyond Summit.
Feedback from our stakeholders emphasized the need for greater rigor in our instructional practices. This goal addresses that need by focusing on ensuring all students receive a rigorous curriculum. By emphasizing high-quality, challenging instruction, we aim to elevate the academic experience and outcomes for every student, preparing them more effectively for college, careers, and economic independence.
Goal 1 serves as a broad, inclusive objective to achieve improved outcomes in English Language Arts (ELA) and Math, as well as college and career preparedness for all students. While it is comprehensive, it also pays specific attention to our significant student groups, ensuring that our actions and resources are targeted where they are most needed. This broad goal reflects our commitment to equity, ensuring that every student, regardless of their background, has the opportunity to succeed.

Lastly, our data on the 2023 California School Dashboard underscores the necessity of this goal. The metrics for ELA and Math indicate areas where we must maintain our current growth and strive for improvement as outlined by our data below:

SBAC ELA:

All: 51.2 pts above (Green)
Hispanic: 8.2 pts above (Yellow)

SBAC Math:
All: 21.9 pts below (Green)
Hispanic: 95.5 pts below (Orange)

By focusing on developing the skills, knowledge, habits, and sense of purpose necessary for economic empowerment, we aim to address these critical areas, driving better outcomes and closing achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduates admitted to a 2-year or 4-year college Data Source: Internal Calculations	2024 Graduates: All: 88% Hispanic: 86% SED: 81% Asian: 100%	2024 Graduates: All: 88% Hispanic: 86% SED: 81% Asian: 100%	2025 Graduates All: 100%	Maintain 85% and above for all student groups	+12%
1.2	Priority 5 - Pupil Engagement: High school graduation rate Data Source: CA School Dashboard	2023 CA School Dashboard: All: 94.3% (Green) Hispanic: 94.4% (Yellow) SED: 94.3% (Green)	2024 Dashboard All: 97.4% (Blue) Hispanic: 100% (Blue) SED: 97.9% (Blue)	2025 CA School Dashboard: All: 97% (Blue) Hispanic: 97.6% (Blue) SED: 97.6% (Blue)	95% or above	All: +2.7% Hispanic: +3.2% SED: +3.3%
1.3	Priority 1 - Basic: Pupils with access to standards-aligned instructional materials Data Source: School Accountability Report Card (SARC)	23-24: 100%	24-25: 100%	SY 25-26: 100%	100%	No difference
1.4	Implementation of academic content and performance standards (Local indicator, priority 2, option 2 self-	100% Implementation of State Standards	100% Implementation of State Standards	SY 25-26: 100% Implementation of State Standards	100% Implementation of State Standards	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	reflection) Average rating on scale of 1-5 Data Source: Local Indicator Self Reflection Survey					
1.5	Priority 8 - Other Pupil Outcomes: Students completing 2 semesters' worth of Expeditions or electives per year Data Source: Internal Calculations	23-24: 100%	24-25: 100%	SY 25-26: 100%	100%	No difference
1.6	Priority 4: Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced Assessments in ELA Data Source: Summative SBAC	2023 CA School Dashboard: All: 51.2 pts above (Green) Hispanic: 8.2 pts above (Yellow)	2024 Dashboard All: 64.6 pts above (Green) Hispanic: 32.3 pts above (Blue)	2025 CA School Dashboard: All: 63.4 pts above standard (Green) Hispanic: 30.6 pts below (Orange)	All: 70.6 pts above Hispanic: 38.3 pts above	All: +12.2 pts Hispanic: -38.8 pts
1.7	Priority 4 - Pupil Achievement: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Data Source: Internal rubric-based assessment	% Prepared and Prepared with Extra Support All: 95% Asian: 94% Black/African American: 100% Hispanic: 94% EL: 88% SED: 90% SWD: 91%	SY 24-25 % Prepared and Prepared with Extra Support All: 93% Asian: 96% Black/African American: * Hispanic: 91% EL: * SED: 91% SWD: 88%	Data not available at time of LCAP submission.	All: 96% Asian: 95% Black/African American: 100% Hispanic: 95% EL: 91% SED: 91% SWD: 92%	Data not available at time of LCAP submission.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Priority 4: Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced Assessments in Math Data Source: Summative SBAC	2023 CA School Dashboard: All: 21.9 pts below (Green) Hispanic: 95.5 pts below (Orange)	2024 Dashboard All: 7.7 pts below (Green) Hispanic: 70.6 pts below (Yellow)	2025 CA School Dashboard: All: 12.4 pts above standard (Blue) Hispanic: 73.7 pts below (Orange)	All: 1.7 pts below Hispanic: 64.6 pts below	All: +34.3 pts Hispanic: +21.8 pts
1.9	Priority 4 - Pupil Achievement: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments	% Prepared and Prepared with Extra Support All: 99% Asian: 100% Black/African American: 91% Hispanic: 96% EL: 96% SED: 90% SWD: 99%	SY 24-25 % Prepared and Prepared with Extra Support All: 96% Asian: 96% Black/African American: * Hispanic: 96% EL: * SED: 97% SWD: 97%	Data not available at time of LCAP submission.	All: Maintain 95% or higher Asian: Maintain 95% or higher Black/African American: 92% Hispanic: Maintain 95% or higher EL: Maintain 95% or higher SED: 91% SWD: Maintain 95% or higher	Data not available at time of LCAP submission.
1.10	Priority 4 - Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher Data Source: AP Exam Pass Rate	All: 37% Asian: 38% Hispanic: 28% EL: 9% SED: 28% SWD: 20%	SY 23-24: All: 45% Asian: 56% Hispanic: 35% SED: 41%	SY 24-25: All: 65% Asian: * Hispanic: 50% SED: 50%	All: 42% Asian: 43% Hispanic: 33% EL: 14% SED: 33% SWD: 25%	All: +28% Asian: Hispanic: +22% EL: NA SED: +22% SWD: NA
1.11	Priority 4 - Pupil Achievement: Graduates not requiring remediation based on Early Assessment Program Data Source: Summative SBAC	2022-2023 SBAC: SBAC 22-23 ELA: 65.34% Met or Exceeded Math: 45.95% Met or Exceeded	SBAC 23-24 ELA: 74.49% Met or Exceeded Math: 48.98% Met or Exceeded	2024-25 SBAC: ELA: 65.85% Math: 55.42%	ELA: 71.34% Met or Exceeded Math: 51.95% Met or Exceeded	ELA: +.51% Math: +9.47%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Priority 4 - Pupil Achievement:Graduates who are college or career ready Data Source: CA School Dashboard	2023 CA School Dashboard: 60.5% (High)	2024 Dashboard All: 59.1% Prepared (Green) Hispanic: 51.2% Prepared (Yellow) SED: 48.9% Prepared (Yellow)	2025 CA School Dashboard: All: 97% Prepared (Blue) Hispanic: 97.6% (Green) SED: 97.6% (Blue)	63.5% (High)	+36.5%
1.13	Priority 7 - Course Access: Students meeting UC/CSU A-G requirements (excluding students with modified graduation requirements in an IEP) Data Source: CA School Dashboard Additional Reports	2023: 87.4% A-G Completion	2024 Dashboard: 96.6%	2025 CA School Dashboard All: 96% Asian: 100% Hispanic/Latino: 95.2% White: 89.5% EL: 100% SED: 95.2% SWD: 94.1%	90%	+8.6%
1.14	Priority 4 - Pupil Achievement: ELLs making progress in English proficiency year-over-year Data Source: CA School Dashboard	2023 CA School Dashboard: 29.6% Making Progress	2024 Dashboard: 49.7% Making progress	2025 CA School Dashboard: 42.1% Making Progress	35.6% Making Progress	+12.5%
1.15	Priority 4 - Pupil Achievement: English Learner reclassification rate Data Source: Internal Calculations	EOY 2022 - 2023 Data: 19.4%	Data TBD	2025: 17.86%	15% or higher	-1.64

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, all actions associated with Goal 1 were implemented as planned, with no substantive differences between planned actions and actual implementation. The school maintained a cohesive and integrated approach to supporting students in developing the skills, knowledge, habits, and sense of purpose necessary for economic empowerment.

A central component of implementation was the continued investment in teacher capacity through comprehensive professional development and coaching systems (Action 1.1). All teachers participated in ongoing training focused on Common Core-aligned instruction, academic interventions, and differentiation strategies, supported by instructional leaders and external partners. New teachers received structured mentorship, while school leaders engaged in coaching cycles to strengthen instructional leadership and ensure alignment across classrooms.

The school implemented a robust system of targeted academic supports through the Student Support Block (Action 1.2), which provided dedicated time during the school day for data-driven intervention and acceleration. During this time, students accessed differentiated supports, including designated English Language Development (ELD), specialized services for students with disabilities, and adaptive interventions using tools such as IXL. Teachers utilized real-time data and structured analysis protocols to identify student needs and assign appropriate supports, ensuring that interventions were responsive and aligned to individual learning goals.

Instructional programming was further strengthened through the integration of Summit's Expeditions program and Habits of Success framework (Action 1.2). Expeditions provided students with opportunities to explore interests, engage in internships, and connect learning to real-world experiences, while the Habits of Success program supported the development of agency, self-direction, and growth mindset across all aspects of the student experience. These structures were reinforced through mentorship, where teachers provided ongoing guidance to students in both academic and postsecondary planning.

College and career readiness supports were implemented through a comprehensive system of mentorship and postsecondary guidance (Action 1.2). Teachers, administrators, and the Director of Postsecondary Pathways collaborated to support students and families through the college application process, including financial aid, college selection, and transition planning. These efforts were designed to ensure that all students, particularly those who are first-generation college-bound, were equipped with the knowledge and resources necessary to pursue postsecondary opportunities.

The school also maintained a strong focus on Tier 1 instruction and curriculum alignment (Action 1.4), ensuring that all students had access to rigorous, standards-aligned instructional materials and learning experiences. This included the continued use and refinement of curriculum aligned to Common Core standards, as well as the integration of adaptive learning tools such as IXL to support personalized learning pathways. External partners were engaged to provide additional coaching and instructional expertise, further strengthening classroom practice.

Assessment systems were implemented consistently through a common assessment plan (Action 1.5), including performance-based projects and content assessments aligned to Common Core standards. Teachers collaborated to design, refine, and calibrate assessments, using

student work and data to inform instruction and ensure alignment to learning goals. Dedicated time for assessment analysis and professional learning supported continuous improvement in instructional practices.

To support equitable access to learning, the school expanded opportunities for extended academic engagement (Action 1.6), ensuring that students—particularly those from low-income backgrounds—had access to technology, internet, and academic resources both during and outside of the school day. The Summit Learning Platform was fully implemented and maintained (Action 1.7), enabling teachers to assign work, monitor progress, and provide feedback, while also supporting students in tracking their own learning and goals.

Targeted supports for English Learners were implemented through both integrated and designated ELD instruction (Action 1.8), supported by aligned curriculum and ongoing professional development (Action 1.9). Systems for English Learner identification, assessment, and reclassification were carried out with fidelity (Action 1.10), ensuring compliance and timely support for students. Additional targeted interventions for Long-Term English Learners (Action 1.11) were implemented through data-driven processes that allowed teachers to identify needs and provide structured, small-cycle interventions.

Overall, the implementation of Goal 1 actions was comprehensive and aligned to the intended design. The school successfully maintained integrated systems of instruction, intervention, and student support that promote academic growth, student agency, and college and career readiness, ensuring that all students are supported in developing the skills and dispositions necessary for long-term success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 1.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 1 at Summit Tahoma have been highly effective in driving strong academic achievement and postsecondary readiness outcomes for All Students, while highlighting specific subgroup disparities and English Learner progress as areas for continued focus. The school demonstrates exceptional outcomes on key college and career readiness indicators, with a College and Career Indicator (CCI) of 97.0% (Blue), increasing 37 percentage points from the prior year, and a graduation rate of 97.0% (Blue), reflecting consistently strong systems supporting students to graduation and postsecondary success . These outcomes indicate that actions related to postsecondary pathways, individualized supports, and academic planning (Actions 1.6, 1.7) are highly effective.

In English Language Arts, actions have been effective in maintaining strong outcomes overall, though subgroup performance reveals areas for targeted improvement. All students are performing at the Green level, 63.4 points above standard, maintaining performance (+1.2 points) . SBAC proficiency data reflects similarly strong performance, with 65.85% of students meeting or exceeding standards in 2024–25, following a high of 74.49% the prior year. However, subgroup data highlights disparities, particularly for Hispanic students (30.6 points below standard, declining 62.9 points) and Students with Disabilities (86.8 points below standard, declining 74.5 points), indicating that while Tier 1 instruction is effective for many students, it is not yet consistently meeting the needs of all student groups. This suggests that actions related to

differentiated instruction, intervention, and data-driven supports (Actions 1.1, 1.4, 1.5) require further refinement to ensure equitable outcomes.

In Mathematics, actions have been highly effective overall, with significant improvement in student outcomes. All students are performing at the Blue level, 12.4 points above standard, increasing by 20.1 points, representing substantial growth and moving above standard for the first time this LCAP cycle. SBAC proficiency increased to 55.42% meeting or exceeding standards in 2024–25, up from 48.98% the prior year, demonstrating strong upward momentum. Subgroup data reflects similar strengths for some groups, including Asian students (85.1 points above standard, +21.3 points) and White students (64.8 points above standard, +37.3 points); however, disparities remain for Hispanic students (73.7 points below standard) and Students with Disabilities (118.4 points below standard, declining 70.4 points). These results indicate that while math instructional systems and supports (Actions 1.2, 1.5) are driving strong overall gains, targeted interventions for specific student groups must be strengthened.

For English Learner Progress (ELPI), outcomes indicate limited effectiveness of current actions and a clear area for growth. English Learners achieved 42.1% making progress, declining by 4.6 percentage points, and did not receive a performance color due to small sample size . While Long-Term English Learners demonstrated relatively stronger outcomes at 50.0% making progress (increasing 4.2 points), overall EL progress remains below the state average and indicates a need for stronger and more consistent implementation of designated and integrated ELD supports (Actions 1.8–1.11).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Through ongoing engagement with educational partners and reflection on Year 2 implementation of our three-year LCAP cycle, we have determined that the current goals, metrics, and actions remain aligned to the needs of our students and school communities. Stakeholder input, coupled with analysis of outcome data, affirms that our strategic priorities continue to be the right focus to drive student success. As we enter the final year of this LCAP cycle, we will not be making significant shifts to our overarching goals or actions. However, in order to deepen our impact and accelerate student outcomes, (for K2, Tam, and Prep — particularly for identified student groups that were Red on the 2025 CA School Dashboard,) we will make targeted adjustments to our instructional practices as outlined below.

Summit is strengthening its Common Core Assessment Plan by deepening the use of collaborative teacher data cycles while reintroducing MAP interim assessments systemwide to provide more precise and actionable data on student learning. Teachers will continue to work in PLC-style teams to analyze common assessment results, identify student needs, and adjust instruction, while MAP assessments will serve as a consistent diagnostic tool across schools to better measure growth and pinpoint skill gaps. Together, these systems create a more coherent approach in which assessment, instruction, and intervention are tightly aligned—enabling educators to more effectively target support, particularly for students performing below standard, and drive continuous improvement in academic outcomes.

Additionally, Summit is refining its instructional approach by strengthening alignment between Tier 1 curriculum and Tier 2 supports to create a more coherent and effective system of teaching and learning. This includes the continued implementation of high-quality instructional materials across content areas, such as Illustrative Mathematics (IM 360) for math, EL Education for middle school ELA, Odell for high school ELA, and OpenSciEd for science, which is moving into full implementation across schools. To better support differentiated instruction

and reduce fragmentation, we are transitioning to more tightly aligned intervention tools. In math, Teach to One is being implemented as the primary Tier 2 support, directly aligned to the IM curriculum to enhance coherence and reduce teacher planning burden. In ELA, tools such as Course Mojo are being leveraged to provide personalized writing feedback and strengthen support for English Learners and overall writing development. Collectively, these shifts reflect a move toward an integrated system in which Tier 2 interventions are directly connected to Tier 1 instruction, ensuring more targeted, consistent, and effective support for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Teacher Support and Professional Development:	Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. The Chief Academic Officer and other strategic partners provide coaching and technical training to support school Directors and Deans in their roles as instructional leaders. Collaborate with education industry experts to curate a dynamic PD toolkit, enabling economies of scale and resource pooling for cost-effective professional development. This centralized resource collection will empower Executive Directors and instructional leaders to select tailored, evidence-based strategies and training that directly address the unique needs of Summit's diverse student groups. This approach not only supports the professional growth of our teachers but also directly contributes to improved academic outcomes for all student groups by ensuring that instructors are well-equipped to address their unique challenges and potentials.	$141,718.00	Yes
1.2	Student Support Block	Student Support Block: The support block is an hourly framework designed to provide targeted interventions and accelerated services to students based on data-informed decisions from core classes, ensuring students do not miss essential instruction. This strategic period focuses on identifying and addressing the	$172,652.00	Yes

Action #	Title	Description	Total Funds	Contributing
		priority needs of students, particularly significant student groups, to foster their academic growth. During this time, specific activities are conducted: • Learning Centers for SWD (Students with Disabilities): These centers offer specialized support to meet the unique learning needs of students with disabilities. • ELD (English Language Development) Designated: Targeted English language support is provided to help English Learners master language skills. • Adaptive Interventions through IXL: Middle school students, and a select number of high school students, receive adaptive math and literacy interventions. While high schools primarily focus on math, with Tam and Everest schools leading this initiative, the aim is to expand the use of IXL as a comprehensive intervention tool across all high schools. • Data Analysis Tools: These tools assist teachers in grade-level meetings to identify the specific interventions needed for each student. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions, following a small cycle intervention process similar to the PDSA (Plan-Do-Study-Act) cycle. Additionally, this tool helps teachers identify students who are off track in any class, grouped by student demographic, proficiency levels, and IEP and/or EL status. It aids in scheduling services efficiently to avoid conflicts and ensures that the most vulnerable student groups receive priority in intervention planning. This comprehensive approach within the support block aims to provide additional, focused support to our significant student groups, leveraging structured interventions and real-time data to enhance the educational outcomes for all students involved.		
1.3	College and Career Preparedness	College and Career Preparedness: Expeditions is a 6 to 7 week program, split into 2-week immersive cycles where students have diverse opportunities to explore their passions and begin identifying a concrete next step for life after high school. The Expeditions program has several major purposes:	$678,956.00	Yes

Action #	Title	Description	Total Funds	Contributing
		1) Students have a chance to explore passions outside of their core academic classes. 2) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs. 3) Students explore careers via Career Exploration Opportunities and through Internships as they explore their passions towards their Concrete Next Step 4) Students have an opportunity to explore college options and learn more about the college experience in their junior year College Readiness course and study trip to colleges every year. Habits of Success Program: Habits of Success, the behaviors, mindsets, and dispositions critical to being a self-directed learner and prepared for college and career, such as agency, self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, self-directed learning time, and mentorship to help students continually develop their habits of success. Summit is building student social capital and agency to empower students to take control of their educational and career journeys, making informed decisions that align with their goals and values, thus fostering a sense of agency. College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstances. To support students in achieving this goal: 1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the habits of success program, college and application process. 2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English		

Action #	Title	Description	Total Funds	Contributing
		speaking families, and providing extensive financial aid information and assistance for families. Director of Post Secondary Pathways: The Director and other strategic partners will serve as the experts on the college application college transition process. They support the Administrators of the school by keeping an eye out for overall trends in college admissions and financial aid, training mentors on the college process, and helping Administrators to plan and implement college information nights. They also works closely with the Deans of Expeditions on sites to support students on their Concrete Next Steps.. Additionally, this team ensures students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The primary focus is on supporting students who are the first in their families to attend college, enhancing postsecondary outcomes by engaging with alumni to refine educational programs for current students. This effort involves the development of systems that are managed across various schools. Additionally, work includes collaboration in the Expeditions program to help students align their passions with their career paths and build their social capital		
1.4	Tier 1 Investment	Tier 1 Investment: In response to the identified needs of our significant student groups), we commit to a Tier 1 investment strategy focused on systemic enhancements in instructional support and curriculum alignment. This action involves a multi-faceted approach designed to directly impact all students, with a particular emphasis on our significant student groups, ensuring equitable access to high-quality, rigorous, and Common Core-aligned educational materials and teaching strategies. Adaptive Software Math Integration: We will leverage supplemental intervention math tools specifically tailored to support our significant student groups. This adaptive learning platform will provide personalized learning experiences to address individual student needs, thereby enhancing our Tier 1 math instruction.	$26,638.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Curriculum Adoption and Adjustment: As part of Summit's ongoing continuous improvement cadence involving key educational partners, including teachers, administrators, and parents, we will conduct a deep analysis of our current instructional materials rooted. This process will ensure that our curriculum is aligned with the Common Core standards and rooted in our Summit instructional mode, whil addressesing the specific learning needs and cultural backgrounds of our significant student groups. Adjustments will be made to our existing curriculum based on a set of metrics and measures established through our continuous improvement process to elevate rigor and relevance across all content areas. Engagement of External Partners: To provide real-time, expert-level instructional support, we will enlist external partners with a specialized focus on effective teaching strategies and coaching development. These partners will work closely with our team to provide immediate support and build long-term instructional capacity. The goal is to ensure sustained improvement in instructional quality and student outcomes even after the partnership concludes.		
1.5	Common Core Assessment Plan	Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned learning and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Projects are evaluated using Cognitive Skill rubrics that were externally validated and developed in partnership with assessment experts at the Stanford Center for Assessment, Learning and Equity (SCALE). Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, clarifying assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning	$44,083.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Extended Academic Engagement	Extended Academic Engagement: All school work is completed through integrated platforms to support student access and success. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students.	$106,048.00	Yes
1.7	Summit Learning Platform Access and Rostering	Learning Management System(LMS) Access and Rostering: Summit's Data Team provides essential support to school leaders in managing the scheduling process and maintaining updated rosters on the LMS. This platform is integral for teachers to assign and grade projects, track student progress, and administer content assessments. To ensure ongoing effectiveness and adaptability, we will implement a continuous improvement strategy focused on enhancing platform access and functionality. This strategy includes regular updates, feedback loops with users to identify areas for enhancement, and adaptive measures to meet evolving educational needs and technology standards, ensuring that the platform remains a robust and responsive educational tool.	$25,541.00	No
1.8	Integrated and Designated English Language Development Support and Investment	Summit is continuing to invest in differentiated materials in the base curriculum across courses to ensure that English Learners are able to effectively access the curriculum. For SY 24-25, we will continue to partner with Houghton Mifflin and their English 3D curriculum to provide additional curricular support and training. All teachers will leverage these resources and responsively apply a set of strategies to support ELs based on students' levels in the four domains of speaking, reading, writing, and listening. Beyond the supports provided for English Learners in all courses through integrated instruction, Summit will enhance our investment in our English Language Development (ELD) Designated Instruction block. Twice a week, all students scoring in Levels 1-3 on the ELPAC, as well as students	$82,351.00	Yes

Action #	Title	Description	Total Funds	Contributing
		scoring Level 4 that need additional support, will receive dedicated instruction focused on reading comprehension and academic language. The CLAD-credentialed teacher leading the block will also receive ongoing professional development, described in more detail below.		
1.9	English Learner Development Training and Professional Development	Integrated Training and PD: Summit will be increasing the amount of training and professional development that all teachers who work with English Learners receive about how to make sure EL students are receiving the right level of support in their core academic classes. This will happen during dedicated teacher PD time in August and February, as well as ongoing opportunities for PD during Expeditions PD weeks and/or leadership team meetings. Designated Training and PD: Teachers of the ELD Designated Instruction Block will also receive supplemental training and professional development to support their execution of that crucial program. This will be separate from the training other teachers receive on integrated support and will be conducted both at the beginning of school and throughout the year.	$41,408.00	Yes
1.10	English Language Learner Identification and Notification Procedures:	English Language Learner Identification and Notification Procedures: The site Red Team will be leading the processes for identifying potential English Learners, ensuring they are tested with the Initial ELPAC, and notifying families of the results. They will also lead on annual Summative ELPAC testing and executing reclassifications for students who qualify. Summit Public Schools employees will support the Site Red Teams with training on effectively managing all of these processes and by providing CALPADS and testing management services.	$2,911.00	Yes
1.11	Long-Term English Learners Support and Intervention	Implement data analysis tools that assist teachers in grade-level meetings to identify the specific interventions needed for each Long-Term English learner. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions, following a small cycle intervention process similar to the PDSA (Plan-Do-Study-Act) cycle. Additionally, our tools helps teachers identify students who are off track in any class, grouped by student demographic, proficiency levels, and IEP. It aids in scheduling services efficiently to avoid conflicts and ensures	$18,098.00	Yes

Action #	Title	Description	Total Funds	Contributing
		that the most vulnerable student groups receive priority in intervention planning.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Summit maintains a joyful school environment that enables students' physical and emotional wellbeing.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 2 was crafted with a deliberate focus on addressing the critical needs identified through data analysis and stakeholder feedback. Our 2023 CA School Dashboard suspension and chronic absenteeism data clearly reflect the ongoing need for a goal centered on student joy and safety. These metrics indicate that despite various efforts, suspension rates and chronic absenteeism remain areas of concern. The lingering effects of the pandemic have exacerbated these issues, significantly impacting students' physical and emotional safety. Many students continue to struggle with the aftershocks of the pandemic, which manifests in increased behavioral issues and absenteeism. By focusing on creating a joyful and safe school environment, we aim to address these challenges head-on, fostering a space where students feel secure, valued, and engaged.

Chronic Absenteeism:
- All: 19%
- Asian: 12%
- Hispanic: 26%
- White: 15%
- Is ELL: 13%
- Is SED: 29%
- Has IEP: 19%

Suspension Rates:
- All: 2.1% (Orange)
- EL: 3.2% (Orange)
- Hispanic: 3.5% (Orange)
- Two or More Races: 2.3% (Orange)
- SWD: 4.8% Orange
- SED: 2.1% (Green)
- White: 1.1% (Green)
- Asian: 0% (Blue)

Throughout our LCAP cycle engagement, additional attendance support emerged as a recurrent theme from our educational partners. Stakeholders emphasized the importance of implementing strategies to improve attendance and reduce absenteeism. A joyful school environment that prioritizes students' wellbeing is crucial in achieving this goal. When students feel happy, supported, and safe, they are more likely to attend school regularly and engage positively with their education. This goal aligns with our commitment to responding to the needs of our community, ensuring that our strategies are informed by those who are directly impacted.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5 - Pupil Engagement: Average Daily Attendance (ADA) Data Source: Internal calculations	As of May 1, 2024 All: 92% Asian: 95% Hispanic: 91% White: 91% Is ELL: 92% Is SED: 91% Has IEP: 91%	SY 24-25: All: 92.85% Asian: 94.89% Hispanic: 91.01% White: 93.48% Is ELL: NA Is SED: 91.41% Has IEP: 91.58%	SY 25-26 (as of 4/21): All: 92.94% Asian: 95.11% Hispanic: 92.35% White: 93.63% Is ELL: 90.89% Is SED: 92.06% Has IEP: 90.5%	93% for all student groups	All: +0.94% Asian: +0.11% Hispanic: +1.35% White: +2.63% Is ELL: -1.11% Is SED: +1.06% Has IEP: -0.50%
2.2	Priority 5 - Pupil Engagement: Chronic Absenteeism Rate Data Source: CA School Dashboard/Internal Calculations	SY 23-24: As of May 1, 2024 All: 19% Asian: 12% Hispanic: 26% White: 15% Is ELL: 13% Is SED: 29% Has IEP: 19%	SY 24-25: All: 21.81% Asian: 11.54% Hispanic: 31.51% White: 19.1% Is ELL: NA Is SED: 30.43% Has IEP: 27.85%	SY 25-26 (as of 4/21): All: 17.74% Asian: 11.43% Hispanic: 19.61% White: 18.48% Is ELL: NA Is SED: 25.26% Has IEP: 22.97%	All: 16% Asian: Maintain 12% or below Hispanic: 21% White: Maintan 15% or below Is ELL: Maintain 13% or below Is SED: 24% Has IEP: 16%	(negative values indicate improvement) All: -1.26% Asian: -0.57% Hispanic: -6.39% White: +3.48% Is ELL: N/A — no 25–26 data listed Is SED: -3.74% Has IEP: +3.97%
2.3	Priority 6 - School Climate: Suspension Rate Data Source: CA School Dashboard	2023: CA School Dashboard All: 2.1% (Orange) EL: 3.2% (Orange) Hispanic: 3.5% (Orange)	2024 Dashboard All: 2% (Yellow) EL: 5.9% (Orange) Hispanic: 3.5% (Yellow) Two or More Races: 0% (Blue)	2025 CA School Dashboard: All: 2.5% (ORange) Hispanic: 4.5% (Orange)	3% or less for all student groups (Green or Blue)	All: +0.4% EL: N/A — no 2025 data listed Hispanic: +1.0% Two or More Races: -2.3% SWD: +3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More Races: 2.3% (Orange) SWD: 4.8% Orange SED: 2.1% (Green) White: 1.1% (Green) Asian: 0% (Blue)	SWD: 3.9% (Green) SED: 2.3% (Yellow) White: 2% (Orange) Asian: 1.3% (Yellow)	2 or More: 0% (Blue) SED: 4.9% (Orange) SWD: 8% (Orange) Asian: 0% (Blue) White: 1.1% (Green)		SED: +2.8% White: 0.0% Asian: 0.0%
2.4	Priority 6 - School Climate: Expulsion Rate Data Source: Internal Calculations	SY 23-24: 0%	SY 24-25: 0% for all significant student groups	SY 25-26: 0% for all significant student groups	Maintain less than 2%	No Difference
2.5	Priority 5 - Pupil Engagement: High school dropout rate Data Source: Internal Calculations	SY 23-24: 0%	SY 23-24 CDE Dataquest: .9%	SY 24-25: 2%	Maintain less than 2%	+2%
2.6	Priority 6 - School Climate: Students responding positively to “There is at least one adult at my school that I trust" Data Source: Internal Survey	SY 23-24: All students: 89% Hispanic or Latino students: 89% Asian students: 96% White students: 87% 2 or More Races: 87% English Learners: 92% Socioeconomically Disadvantaged students: 86% Students with disabilities: 90%	SY 24-25 All: 88.18% Hispanic: 85.47% Asian: 86.67% White: 93.82% 2 or More: 93.21% EL: 73.69% SED: 85.27% SWD: 87.3%	SY 25-26 All: 89.23% Hispanic: 81.72% Asian: 98.08% White: 94.66% 2 or More: 90% EL: 75% SED: 91.23% SWD: 97.61%	Maintain 80% or higher for all student groups	All students: +0.23% Hispanic or Latino students: -7.28% Asian students: +2.08% White students: +7.66% 2 or More Races: +3.00% English Learners: -17.00% Socioeconomically Disadvantaged students: +5.23%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Students with disabilities: +7.61%
2.7	Priority 6 - School Climate: Students responding positively to "I feel Physical safe at school" on student survey Data Source: Internal Survey	SY 23-24: All: 91% Hispanic: 90% Asian: 93% White: 90% 2 or More Races: 92% SED: 90% SWD: 86% EL: 92%	SY 24-25 All: 90.31% Hispanic: 88.89% Asian: 86.67% White: 95.06% 2 or More: 94.28% EL: 100% SED: 90.52% SWD: 87.3%	SY 25-26 All: 93.85% Hispanic: 92.47% Asian: 92.31% White: 96% 2 or More: 96.67% EL: 83.33% SED: 94.73% SWD: 97.62%	Maintain 80% or higher for all student groups	All: +2.85% Hispanic: +2.47% Asian: -0.69% White: +6.00% 2 or More: +4.67% EL: -8.67% SED: +4.73% SWD: +11.62%
2.8	Priority 6 - School Climate: Students responding positively to "I feel emotionally safe at school" on student survey Data Source: Internal Survey	SY 23-24: All: 86% Hispanic: 88% Asian: 87% White: 79% 2 or More Races: 86% SED: 90% SWD: 81% EL: 96%	SY 24-25 All: 85.75% Hispanic: 85.47% Asian: 88% White: 80.24% 2 or More: 91.43% EL: 89.48% SED: 82.1% SWD: 82.54%	SY 25-26 All: 88.47% Hispanic: 88.17% Asian: 92.31% White: 85.34% 2 or More: 86.67% EL: 83.33% SED: 91.22% SWD: 85.72%	Maintain 80% or higher for all student groups	All: +2.47% Hispanic: +0.17% Asian: +5.31% White: +6.34% 2 or More: +0.67% EL: -12.67% SED: +1.22% SWD: +4.72%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, all actions associated with Goal 2 were implemented as planned, with no substantive differences between planned actions and actual implementation. The school maintained a comprehensive and integrated approach to cultivating a joyful, safe, and inclusive environment that supports students' physical and emotional well-being.

A key component of implementation was the establishment and ongoing support of a positive school culture through tiered behavior systems and dedicated leadership (Action 2.1). The Dean of Culture and Instruction played a central role in leading schoolwide culture initiatives, coaching teachers on creating positive classroom environments, and working directly with students and families to address behavioral needs. This work was reinforced through the continued development of a Multi-Tiered System of Supports (MTSS), with particular emphasis on Tier 2 and Tier 3 interventions to address both academic and social-emotional needs.

Mental and behavioral health supports were implemented through partnerships with external providers (Action 2.1), ensuring that students had access to individual and group counseling services. These services were coordinated with school staff to provide timely referrals, ongoing progress monitoring, and integrated support for students experiencing social-emotional challenges.

The school also implemented a comprehensive attendance improvement strategy (Action 2.2) designed to increase student engagement and reduce chronic absenteeism. This included enhanced communication with families through personalized outreach, the use of real-time attendance tracking tools, and proactive mentorship check-ins. Systems such as the Truancy Tracker enabled early identification of attendance concerns, allowing staff to intervene quickly and provide targeted support. Ongoing data analysis further supported the school's ability to tailor interventions and ensure accurate monitoring of attendance trends.

Efforts to foster inclusion and belonging were implemented through professional development, restorative practices, and community-building initiatives (Action 2.3). Staff participated in ongoing training to strengthen their ability to create inclusive classroom environments and build meaningful relationships with students. Restorative practices were integrated schoolwide to address conflict through dialogue and accountability, supporting a positive and supportive school culture. School leaders provided ongoing coaching and monitoring to ensure consistent implementation, while students and families were engaged through activities and experiences that reinforced a sense of belonging and shared purpose.

Site safety and security systems were also implemented with fidelity (Action 2.4). The school maintained a comprehensive safety plan addressing a range of emergency scenarios, with regular training provided to staff to ensure preparedness. Operations and HR teams collaborated with school leadership to monitor implementation and maintain compliance. In addition, ongoing efforts by the technology and data teams ensured that student information systems remained secure, protecting the privacy and safety of student data.

Overall, the implementation of Goal 2 actions was comprehensive and aligned to the intended plan. The school successfully maintained systems that support a positive school culture, strong student engagement, and a safe and inclusive environment, ensuring that students are able to thrive both academically and socially.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The effectiveness of the actions under this goal at Summit Tahoma demonstrates strong overall impact in maintaining a positive and stable school environment, while also highlighting targeted areas for continued growth, particularly in suspension trends and subgroup supports.

Actions related to school culture, restorative practices, and behavioral systems (2.1, 2.3) have been largely effective in maintaining a safe and supportive school environment. The suspension rate is 2.5% (Orange), increasing slightly by 0.5 percentage points. While this represents a modest increase, the rate remains relatively low and below the state average (2.9%), indicating that systems to support student

behavior and maintain a positive school climate are generally effective. Additionally, the school maintained 0% expulsions, reinforcing a strong commitment to restorative approaches and keeping students engaged in the school community. This is also evident in our student survey data as shown below:

93.85% Students responding positively to “I feel Physical safe at school” on student survey
88.47% Students responding positively to “I feel emotionally safe at school” on student survey
89.23% Students responding positively to “There is at least one adult at my school that I trust" on student survey

However, subgroup data indicates areas where these actions have been less effective and require continued focus. Suspension rates are higher for certain student groups, including Students with Disabilities (8.0%), Socioeconomically Disadvantaged students (4.9%), and Hispanic students (4.5%), all of which increased from the prior year . These trends suggest that while universal systems are in place, more targeted and differentiated supports are needed to ensure equitable outcomes across student groups.

Attendance-related actions (2.2) demonstrate overall effectiveness and stability. Average Daily Attendance (ADA) remains strong at 92.94%, slightly improving from 92.85% in the prior year, and remains consistent across student groups, including Asian students (95.11%), Hispanic students (92.35%), and socioeconomically disadvantaged students (92.06%). Chronic absenteeism has improved from 21.81% to 17.74%, reflecting a meaningful reduction and progress toward the school’s targets, particularly for Hispanic students (down to 19.61%) and socioeconomically disadvantaged students (down to 25.26%). These improvements indicate that attendance systems and interventions are contributing positively to student engagement.

Overall, the actions under this goal have been effective in maintaining a strong, safe, and engaging school environment, as evidenced by stable attendance, low suspension rates relative to the state, and no expulsions. Moving forward, the focus will be on strengthening targeted behavioral and attendance supports for specific student groups to ensure continued progress and more equitable outcomes across the school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As we complete the second year of our current three-year LCAP cycle, Summit will maintain the language of Goal 2—"Summit maintains a joyful school environment that enables students' physical and emotional wellbeing"—along with its associated metrics, targets, and core actions. Given the progress we have seen across key areas such as multi-tiered mental health supports, restorative practices, and a focus on inclusivity and safety, we believe that the goal continues to serve as a strong foundation for fostering a supportive and thriving school culture. Feedback from our educational partners, including students, families, and staff, reinforces the continued alignment of this goal with the community’s priorities and underscores the importance of staying the course as we move into year two.

While no significant shifts will be taking place, the school will continue to prioritize early identification and intervention around attendance, with an increased emphasis on addressing attendance patterns at the beginning of the school year before they develop into chronic absenteeism. In addition, there will be a renewed focus on strengthening restorative practices to further reduce suspension rates and ensure that all students—particularly those in disproportionately impacted student groups—are supported through proactive, inclusive, and

relationship-centered approaches. These targeted refinements will allow the school to build on current progress while continuing to improve outcomes for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tiered Behavior Support	Dean of Culture & Instruction: A Dean of Culture and Instruction has been added to the faculty will continue to lead and support a positive school-wide culture and climate. The Dean coaches teachers on creating a positive classroom environment and works directly with students and families to respond to unproductive behaviors. Multi-tiered System of Supports: We are expanding and improving our Multi-tiered System of Supports, with an emphasis on Tier 2 and 3 supports for students who are struggling academically and emotionally. This will be a school-wide effort led by the Dean and Executive Director. Mental and Behavioral Health Supports: We partner with a provider of mental and behavioral health supports to bring site-based counselors for individual and group sessions. The counselors collaborate with faculty and staff to refer students in need, and to monitor progress.	$196,693.00	Yes
2.2	Comprehensive Attendance Improvement Strategy	Our Comprehensive Attendance and Engagement Strategy aims to improve student attendance rates and decrease chronic absenteeism, recognizing the critical link between consistent attendance and academic success. This multi-faceted approach enhances direct communication with families, employs advanced tracking tools for early intervention, and creates multiple engagement points throughout the year to emphasize the importance of regular school attendance. Enhanced Personal Communication: To deepen our connection with families and provide a more personalized approach, Office Assistants (OAs) will complement automated robo-calls with personal phone calls. These calls will focus on students nearing chronic absenteeism, offering support and resources to address attendance barriers.	$20,202.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Truancy Tracker Utilization: Implementation of a Truancy Tracker tool across all sites allows for real-time monitoring of attendance patterns. This system flags students approaching chronic absenteeism thresholds, triggers scheduling of family meetings, and automates the issuance of truancy letters, facilitating timely interventions. Proactive Communication and Mentorship: At the start of the year, families will receive letters detailing the critical importance of consistent attendance. Throughout the year, mentor check-ins and guidance during personalized learning plan (PLP) meetings will reinforce this message. Additionally, engaging social media content will be developed to reach families across various platforms, creating more touchpoints to stress attendance's role in academic success. Data-Driven Analysis: Summit's data tool will analyze attendance trends across different student groups, enabling us to target interventions. This tool will disaggregate data by truancy and mentor groups, identifying patterns and enabling us to tailoring strategies to specific needs. Comprehensive Attendance and Absence Program: Building on the direct correlation between attendance and student growth, our ongoing program includes actions such as regular OA-initiated calls to parents, attendance contracts for students at risk of chronic absenteeism, and routine check-ins between Executive Directors and Deans of Operations to verify accurate attendance recording.		
2.3	Inclusive and Belonging Practices and Programming	Inclusive and Belonging Practices and Programming: Summit is committed to developing educators who actively cultivate an environment where all individuals feel valued, understood, and supported. This dedication ensures that students, teachers, staff, and caregivers experience a sense of belonging and purpose in our educational community. Our approach focuses on proactive practices that foster growth, understanding, and the creation of meaningful connections across all levels of engagement. Professional Development and Training: Educators participate in ongoing learning experiences designed to enhance their ability to create classrooms where every student is seen and empowered. These sessions emphasize practices that honor diverse perspectives, provide fair access	$36,683.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to opportunities, and cultivate a strong sense of community. Staff development extends beyond the classroom, fostering both personal and professional growth in applying these principles daily. Restorative Practices Integration: To strengthen relationships and maintain a supportive learning environment, Deans of Culture and Instruction lead initiatives centered on restorative approaches. These strategies focus on preventing conflict escalation, resolving issues through dialogue, and reinforcing accountability within a nurturing framework. By prioritizing connection over punishment, we ensure that students remain engaged and continue their academic journey with confidence. Monitoring and Coaching for Effective Implementation: School leaders play a crucial role in guiding and assessing the integration of these approaches into everyday teaching and interactions. Through observations and coaching, they support educators in adapting their methods to align with the goal of fostering an inclusive and aspirational learning environment. Additionally, restorative practices are continuously evaluated to measure their impact on student behavior and overall school culture. Enriching Experiences for Students and Families: Summit extends its commitment beyond the classroom by providing opportunities for students and caregivers to engage in meaningful experiences that celebrate shared humanity and collective growth. These initiatives encourage active participation in building a school culture that uplifts and empowers every individual to dream, lead, and thrive.		
2.4	Site Safety and Security	Our safety committee maintains a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures. As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit's Tech and Data Teams work continuously to ensure that our systems are secure and student information is protected.	$41,180.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Our systems for people, teams, and community are thriving.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Our broad goal 3 was designed to prioritize the health and effectiveness of the systems that support our school's valuable resources: our people, teams, and community.
This new goal focuses on enhancing the systems that underpin our school's operations and culture, aligning seamlessly with our organization's broader priorities and initiatives. By committing to the development and support of our people, teams, and community, we ensure that our strategic efforts are coherent and mutually reinforcing. This alignment helps us create a unified approach to achieving our mission and vision, ensuring that everyone in our school community is supported and empowered.
Teacher retention and satisfaction have been deeply affected by the pandemic, making it imperative to dedicate a specific goal to ensuring that our adults, especially teachers, are thriving. High teacher turnover and dissatisfaction can disrupt the learning environment and negatively impact student outcomes. By focusing on creating supportive and nurturing systems for our staff, we aim to improve job satisfaction, reduce turnover, and build a more stable and effective teaching force. This goal recognizes that the wellbeing and effectiveness of our teachers are crucial to the success of our students and the overall health of our school community.
Aligning Goal 3 with our organization's strategic plan allows us to think strategically about resource allocation and support systems. By doing so, we can ensure that our investments in professional development, team-building initiatives, and community engagement are targeted and effective. This strategic alignment enables us to leverage our resources more efficiently, providing the necessary support to our staff and fostering a collaborative, thriving school environment. It ensures that our efforts are not only well-funded but also thoughtfully planned and executed to maximize impact.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Priority 6 - School Climate: Families responding positively to "I feel my child is	SY 23-24: Physically Safe: 93% Emotionally Safe: 86%	SY 24-25 Physically: 90% Emotionally: 86.67%	SY 25-26 Emotional Safety Overall: 96.55%	Maintain 80% or higher for all student groups	+3.55% +.67%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	physically and emotionally safe at school” on family survey Data Source: Internal Survey			Physical Safety Overall: 96.55%		
3.2	Priority 6 - School Climate and Priority 3 - Parental Involvement: Families responding positively to “I feel connected to my student’s school" on family survey Data Source: Internal Survey	SY 23-24: 74%	SY 24-25: 80%	SY 25-26 Overall: 96.55%	Maintain 80% or higher for all student groups	+22.5%
3.3	Priority 3 - Parental Involvement: Families responding positively to “My student’s school uses my feedback when making decisions” on family survey Data Source: Internal Survey	SY 23-24: 64%	SY 24-25: 70%	SY 25-26 Overall: 89.66%	70% or higher	+25.66%
3.4	Priority 6 - School Climate: Faculty responding positively to “I feel Physical safe at school” on faculty survey Data Source: Internal Survey	SY 23-24: 91%	SY 24-25: 86.36%	SY 25-26: 90.45%	Maintain 85% and above	-.55%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Priority 6 - School Climate: Faculty responding positively to “I feel emotionally safe at school” on faculty survey Data Source: Internal Survey	SY 23-24: 87%	SY 24-25: 77.28%	SY 25-26: 95.24%	Maintain 85% and above	+8.24%
3.6	Priority 1 - Basic: Facilities in good repair as measured by the SARC Data Source: SARC	Good as reported on the 22-23 SARC	Good as reported on the 23-24 SARC	Good as reported on the 24-25 SARC	Good or Exemplary	No Difference
3.7	Priority 1: Basic: Teachers appropriately credentialed Data Source: Internal Calculations	88.9% Prelinimary + Cleared	SY 24-25: 90.91%	SY 25-26: 90%	100%	+1.1%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2025–26 school year, all actions associated with Goal 3 were implemented as planned, with no substantive differences between planned actions and actual implementation. The school maintained strong and cohesive systems to support staff, build effective teams, and foster meaningful partnerships with families and the broader community.

We continued our focus on attracting and retaining highly qualified teachers (Action 3.1). The school implemented a comprehensive hiring process designed to ensure strong alignment between candidates, school culture, and student needs. Annual credential audits were conducted to verify that all teachers were appropriately credentialed and supported in maintaining compliance. In addition, the school began strengthening feedback systems, including exit procedures, to better understand staff experiences and inform strategies to improve retention and workplace satisfaction.

Family and community engagement remained a central priority. The school sustained an active parent organization and hosted a variety of events throughout the year (Action 3.2), including Back to School Night, parent education workshops, college readiness events, and celebrations such as graduation. These events were designed to build relationships, provide families with resources, and increase opportunities for meaningful involvement in the school community. Translation services were provided to ensure equitable access, and feedback was consistently collected to inform continuous improvement. Through the “Interest to Graduation” approach, the school further strengthened partnerships with families by promoting parent leadership and engagement in school decision-making processes.

Mentorship structures continued to play a critical role in connecting students, families, and the school (Action 3.3). At the beginning of the year, mentors met with each student and their family to establish academic and personal goals. Ongoing meetings throughout the year, including targeted check-ins for students needing additional support, ensured that families remained informed and engaged in student progress. The Summit Learning Platform supported this work by providing families with real-time access to student assignments, progress toward goals, and overall academic performance, increasing transparency and strengthening home-school connections.

The Community Engagement Team supported the implementation of comprehensive communication and engagement systems (Action 3.4). This included maintaining multiple communication channels such as newsletters, social media, parent portals, and automated messaging systems to ensure families received timely and accessible information. The team also supported culturally responsive engagement practices, coordinated family leadership opportunities, and facilitated annual parent surveys to gather feedback. Survey results were analyzed and shared with school leadership to inform decision-making and improve school programs. Additionally, the Community Engagement Team supported the facilitation of LCAP stakeholder engagement sessions, ensuring that family voice was incorporated into planning and continuous improvement efforts.

Overall, the implementation of Goal 3 actions was comprehensive and aligned to the intended design. The school successfully maintained strong systems for staff recruitment and retention, fostered collaborative team structures, and deepened family and community partnerships, contributing to a thriving and supportive school environment.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures. There were no material differences between budgeted and estimated actual expenditures for Goal 3.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions and services associated with Goal 3, “Our systems for people, teams, and community are thriving,” were effective in strengthening school culture, family engagement, staff support systems, and communication structures across the school community. Through intentional investments in staff recruitment and retention, family partnerships, mentor systems, and community engagement practices, Summit continued to build systems that foster collaboration, belonging, and shared responsibility for student success.

Action 3.1, Attracting and Retaining Highly Qualified Teachers, supported the school’s progress toward maintaining a qualified and supported instructional staff. Summit continued to implement a robust hiring and credential monitoring process to ensure teachers were appropriately

credentialed and aligned to the needs of students and the school community. Ongoing credential audits and support systems helped improve compliance and educator preparedness. Preliminary credentialing data demonstrates growth toward the school's long-term target, with 90% of teachers are appropriately credentialed. Additionally, the school continued to strengthen retention and workplace culture practices through staff support structures, professional collaboration, and reflective feedback processes.

- 96.55% of Families responding positively to "I feel my child is physically safe at school"
- 96.55% of Families responding positively to "I feel my child is emotionally safe at school"
- 96.55% of Families responding positively to "I feel connected to my student's school" and
- 89.66% of Families responding positively to "My student's school uses my feedback when making decisions"

These outcomes demonstrate the effectiveness of schoolwide community-building efforts, culturally responsive communication practices, and opportunities for families to actively engage with the school community.

The school also continued to strengthen systems that engage families as active educational partners from enrollment through graduation. Through parent leadership opportunities, advisory groups, LCAP engagement sessions, and community outreach efforts, families increasingly participated in school governance and school improvement efforts. These systems reinforced Summit's commitment to building inclusive communities centered on student success and belonging.

Action 3.3, Mentor Meetings and Family Access to Learning Management System (LMS), was effective in strengthening communication between students, families, and school staff while increasing transparency around student progress and goal-setting. Beginning-of-year mentor meetings established academic and personal goals for students, while ongoing mentor and family meetings provided individualized support for students needing additional intervention or guidance. Family access to the Learning Management System (LMS) allowed caregivers to monitor student progress, coursework, and annual goals in real time, increasing engagement and shared accountability for student success.

In addition, school climate and staff culture data indicate progress toward creating supportive and collaborative learning and working environments for students, families, and staff. Staff survey data demonstrated progress toward maintaining positive workplace culture and safety conditions, with final 2026 survey results related to physical safety and emotional safety to be available following the submission of our LCAP.

Overall, the actions within Goal 3 were effective in supporting stronger systems for people, teams, and community through increased family engagement, staff support, culturally responsive communication practices, and collaborative structures that promote trust, belonging, and shared responsibility for student achievement and school success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

As Summit enters the third year of its three-year LCAP cycle, no changes will be made to the language of Goal 3, its metrics, targets, or associated actions. The goal—ensuring that our systems for people, teams, and community are thriving—remains aligned with the needs and priorities identified by our educational partners and supported by progress observed in implementation across sites.

While no adjustments are necessary at this time, there will be continued emphasis on the successful rollout, implementation, and ongoing monitoring of our new Learning Management System (LMS). Based on this year's experience, we recognize the importance of ensuring that families can effectively leverage the LMS as a key tool for supporting their student's academic progress. As we look to the upcoming year, focused efforts will center on improving the clarity, accessibility, and utility of LMS communications to strengthen family-school partnerships and enhance student success.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Attracting and Retaining Highly Qualified Teachers:	Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.	$165,666.00	No
3.2	Parent Organization and Community Events	Parent Organization & Community Events: Our school has a parent organization to promote parental involvement, parent education, and parent leadership in our school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, Attendance Importance events, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.	$28,156.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Interest to Graduation: We seek to forge robust partnerships with families, recognizing caregivers as the first and pivotal educators in our students' lives. By aligning with our school's mission and vision, we aim to build communities that share a commitment to student success from interest to graduation. This program will focus on empowering families as critical partners, involving them actively in our educational ecosystem. We will establish a coalition of family members that reflects the diverse tapestry of our school community, enabling them to take on leadership roles and contribute to school governance and decision-making processes, thereby delivering on our promise to support every student.		
3.3	Mentor Meetings and Family Access to Summit Learning Platform	Mentor Meetings and Family Access to Summit Learning Platform: At the beginning of the year, mentors meet with every student & family to review and set annual goals. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students. Additionally, the Summit Learning Platform has a family-facing login and interface for families to have instant access to students' work and to monitor their progress against their annual goals.	$53,705.00	Yes
3.4	Community Engagement Team	Community Engagement Team: Summit schools have a Community Engagement Team that supports family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions. Site-based Community Engagement Team are trained and supported by a small team housed within the Charter Management Organization.	$112,892.00	Yes

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$276,865	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.830%	0.000%	$0.00	5.830%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Teacher Support and Professional Development: **Need:** We continue to see persistent disparities between the academic performance of English learners and low-income students when compared to their English fluent and non-low-income peers. (Foster youth are not numerically significant to analyze as a group at	Ongoing support and professional development for teachers is crucial for addressing these disparities, both to improve teachers' general effectiveness in the classroom, which should disproportionately help students who are struggling, and to increase teachers' ability to execute interventions specifically targeting students who need extra support. The amount of time and resources dedicated to professional development at Summit is a core part of our model, and a large majority of	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the current moment.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners and low-income students will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups. **Scope:** LEA-wide	teachers agree that the regular coaching they receive improves their professional practice.	Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments
1.2	**Action:** Student Support Block **Need:** We continue to see persistent disparities between the academic performance of English learners and low-income students when compared to their English fluent and non-low-income peers. (Foster youth are not numerically significant to analyze as a group at the current moment.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners and low-income students will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups. **Scope:**	All students will participate in the literacy support block, but smaller group settings with more intensive teacher support will be reserved for students who demonstrate through their cognitive skill performance that they are not on track to be prepared for a four-year college without requiring extra effort and support. Our data suggests that such students are disproportionately likely to be English learners or low-income, and these smaller group sizes and more individualized teacher attention should help close these gaps. Additionally, English Learners who have not yet reached Level 4 on the ELPAC will participate in a English Language Development Designated Instruction Block specifically focused on reading comprehension and academic language. Similar to the literacy intervention, our math support block, provides smaller groupings and more intensive teacher support for students whose math concept averages suggest they are not on track to be prepared for a four-year college without extra effort and support. Learning science suggests that more time spent on math is	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	beneficial for any student, but the extra teacher support should be especially effective for closing these gaps for unduplicated students, who are disproportionately likely to be behind in math.	
1.3	**Action:** College and Career Preparedness **Need:** We continue to see persistent disparities between the college and career preparedness metrics of English learners and low-income students when compared to their English fluent and non-low-income peers. (Foster youth are not numerically significant to analyze as a group at the current moment.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners and low-income students will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups. **Scope:** LEA-wide	Expeditions: Expeditions is an 8-week program, split into four 2-week blocks throughout the year, where students have diverse opportunities to explore their passions and begin identifying a concrete next step for life after high school. The Expeditions program has several major purposes: 1) Students have a chance to explore passions outside of their core academic classes. 2) Students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs. 3) Students explore careers via annual Career Days and through Internships. 4) Students have an opportunity to explore college options and learn more about the college experience in their junior year College Readiness course. 5) Students have an opportunity to obtain support on core academic course work and enhance their learning. Habits of Success Program: Summit's 16 Habits of Success, the behaviors, mindsets, and dispositions critical to being a self-directed learner and prepared for college and career, have a strong grounding in the academic research, as demonstrated through The Science of Summit white paper. While they are essential to all students, students who are not on track	Metric 1.1: Students admitted to a 4-year college Metric 1.2: Graduation Rate Metric 1.12: College and Career Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		academically, as English learners and low-income students disproportionately are, especially benefit from direct support in developing these Habits. Integrating HoS instruction and practice throughout projects, self-directed learning time, and mentoring will provide many opportunities for unduplicated students to develop them. College Process Support: All Summit students receive support in navigating the potentially very complex college application process and its many prerequisites, deadlines, and paperwork requirements. However, unduplicated students are disproportionately likely to have parents who have not personally been through the US college application process themselves, and thus, they especially benefit from the strong support that Summit provides through 12th grade mentors, the network College Readiness Team, and the 11th grade College Readiness Expeditions course. The extremely high percentage of graduates who are accepted to a four-year college attests to the effectiveness of this support, and the similar rates of acceptance of current and reclassified English learners when compared to native English speakers suggests this intervention is effective at closing the gap.	
1.4	**Action:** Tier 1 Investment **Need:** We continue to see persistent disparities between the academic performance of English learners and low-income students when	Our Tier 1 Action is a strategic investment focused on enhancing instructional support and curriculum alignment to benefit all students, while principally directed at improving outcomes for our unduplicated pupil populations. By ensuring equitable access to high-quality, Common Core-aligned educational materials and teaching	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	compared to their English fluent and non-low-income peers. (Foster youth are not numerically significant to analyze as a group at the current moment.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners and low-income students will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups. **Scope:** LEA-wide	strategies, we aim to address the unique needs of these groups while improving overall outcomes. IXL Math Integration: We will incorporate IXL Math as a supplemental tool tailored for our significant student groups. This adaptive learning platform provides personalized experiences that address individual needs, enhancing our Tier 1 math instruction and helping bridge learning gaps. Curriculum Adoption and Adjustment: Through our continuous improvement process, involving teachers, administrators, and parents, we will analyze and adjust our instructional materials to align with Common Core standards and the Summit instructional model. These adjustments will address the specific learning needs and cultural backgrounds of our significant student groups, ensuring rigor and relevance across all content areas. Engagement of External Partners: We will collaborate with external experts specializing in effective teaching strategies and coaching development. These partners will provide real-time support and help build long-term instructional capacity, ensuring sustained improvement in instructional quality and student outcomes.	using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments
1.5	**Action:** Common Core Assessment Plan **Need:** We continue to see persistent disparities between the academic performance of English	The Common Core Common Assessment Plan is a crucial part of monitoring the academic performance of Summit, and getting regular assessments of Common Core-aligned Cognitive Skills evaluated using authentic, project-based rubrics helps to quickly identify students who are not on track to be prepared for college without	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners and low-income students when compared to their English fluent and non-low-income peers. (Foster youth are not numerically significant to analyze as a group at the current moment.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners and low-income students will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups. **Scope:** LEA-wide	additional effort and support. As discussed above, cognitive skill data shows continued gaps in the performance between English learners and low-income students when compared to their English fluent and non-low-income peers, so the ability to effectively and regularly assess performance throughout the year is critical to effectively intervening. This assessment data informs numerous other interventions, from individual support during project class time all the way to the math and literacy intervention blocks, and these interventions increase the chances students will succeed in high school and ultimately graduate.	using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments
1.6	**Action:** Extended Academic Engagement **Need:** We continue to see persistent disparities between the academic performance of English learners and low-income students when compared to their English fluent and non-low-income peers. (Foster youth are not numerically significant to analyze as a group at the current moment.) Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners and low-income students will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness	Extended School Day: While the Summit Learning Platform and students' course materials are available 24 hours per day, low-income students are disproportionately likely to face barriers to accessing their coursework outside of regular school hours. Slow or unavailable home internet access and a lack of a quiet place to work are common barriers that higher-income students tend not to face. Providing space, time, and additional teacher support before and after school enables these students to do academic work they may not be able to effectively tackle at home.	Metric 1.6: SBAC ELA Metric 1.7: Students on-track for college and career readiness in English, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments Metric 1.8: SBAC Math Metric 1.9: Students on-track for college and career readiness in Math, as demonstrated by Common Core Cognitive Skills evaluated using authentic, rubric-based assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	show lower rates of preparedness for these subgroups. **Scope:** LEA-wide		
2.1	**Action:** Tiered Behavior Support **Need:** Summit's behavior data suggests that low-income students and English learners are more likely to be suspended when compared to their higher-income and English fluent peers. **Scope:** LEA-wide	The Dean of Culture & Instruction coaches teachers on building and maintaining a positive classroom environment and works directly with students and families to respond to unproductive behaviors. The Dean increases capacity for case management and mentoring of students needing extra support, and data suggests students in those situations are disproportionately likely to be low-income.	Metric 2.3: Suspension Rates Metric 2.4: Expulsion Rates
2.2	**Action:** Comprehensive Attendance Improvement Strategy **Need:** Summit's attendance data suggests that low-income students and English learners are more likely to be chronically absent when compared to their higher-income and English fluent peers. **Scope:**	The Comprehensive Attendance and Absence Program targeting absent students and aiming to increase overall attendance disproportionately seeks to address issues for unduplicated students that are preventing them from attending school consistently. While this problem continues to be a challenge, we have seen improvements in attendance after targeted reach-outs to families.	Metric 2.1: Attendance Rate Metric 2.2: Chronic Absenteeism

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Inclusive and Belonging Practices and Programming **Need:** Summit's behavior data suggests that low-income students and English learners are more likely to be suspended when compared to their higher-income and English fluent peers. **Scope:** LEA-wide	Summit is committed to being an Anti-Bias Anti-Racist organization and embedding DEIB practices in all aspects of teaching and mentoring. By investing in professional development and ongoing coaching for teachers, we expect classroom environments and academic practices to be even more equitable over time, and that should especially benefit students struggling academically or behaviorally, who are disproportionately unduplicated students.	Metric 2.3: Suspension Rates Metric 2.4: Expulsion Rates Metric 2.6: Student Survey Metric 2.7: Student Survey Metric 2.8: Student Survey
3.2	**Action:** Parent Organization and Community Events **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering events and increase engagement opportunities. **Scope:** LEA-wide	Our Parent Organization & Community Events action is designed to meet the identified needs of our unduplicated population and their families, fostering a supportive and inclusive school environment that benefits all students. Recognizing that caregivers are pivotal educators, we actively involve parents through our parent organization. This promotes engagement and ensures that parents are integrated into the educational process, which is particularly crucial for unduplicated populations who may face barriers to involvement due to language, socio-economic, or cultural factors. By offering educational opportunities and leadership roles, we empower parents with the knowledge and skills to support their children's education effectively. This includes hosting events such as Parent Education Nights, Attendance Importance events, and College Readiness	Metric 3.2: Family sense of feeling connected to the school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Workshops. These initiatives provide parents with valuable information and resources to help their children succeed. Events like Back to School Nights, New Student Welcome, and Graduation foster relationships within the school community, creating a sense of belonging and support for all families. Translation services ensure that language is not a barrier to participation, making these events accessible to everyone. While the primary focus is on addressing the needs of our unduplicated populations, the benefits of parental involvement, education, and community building extend to all students. By implementing this action schoolwide, we ensure that every family has the opportunity to participate and contribute, fostering a unified and inclusive school community.	
3.3	**Action:** Mentor Meetings and Family Access to Summit Learning Platform **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering events and increase engagement opportunities. **Scope:** LEA-wide	Our Mentor Meetings and Family Access Action is designed to meet the identified needs of our unduplicated population and their families, fostering a supportive and inclusive school environment that benefits all students. At the beginning of the year, mentors meet with every student and their families to review and set annual goals. This personalized approach ensures that each student's unique needs and aspirations are understood and addressed, which is particularly important for unduplicated students who may face additional challenges. Throughout the year, mentors hold ad hoc meetings with families based on their needs. Mid-year meetings are specifically scheduled to support struggling students, providing timely interventions to help them stay on track. This	Metric 3.2: Family sense of feeling connected to the school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		continuous support system is crucial for unduplicated students who may require more frequent and tailored guidance. The Summit Learning Platform offers a family-facing login and interface, allowing families to have instant access to their students' work and progress. This transparency empowers families to be actively involved in their children's education, providing them with the tools to monitor and support their students' progress against their annual goals. Our Mentor Meetings and Family Access to the Summit Learning Platform action is designed to provide targeted support to our unduplicated population while benefiting the entire school community. By fostering individualized goal setting, continuous support, and transparent communication, we empower all students and families to actively participate in and contribute to the educational process, ensuring a supportive and inclusive learning environment.	
3.4	**Action:** Community Engagement Team **Need:** Through the LCAP engagement process, we hear from our families of unduplicated students for the need to continue offering events and increase engagement opportunities. **Scope:** LEA-wide	Our Community Engagement Team Action is designed to meet the identified needs of our unduplicated population and their families, fostering a supportive and inclusive school environment that benefits all students. The Community Engagement Team supports family engagement and parent leadership development, ensuring that all families, especially those from unduplicated populations, are actively involved in the school community. This includes providing clear and accessible communication through various channels such as the parent portal website, social media, family newsletters,	Metric 3.2: Family sense of feeling connected to the school

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		translation services, robocalls, and robo-text systems. These efforts are particularly crucial for unduplicated families who may face language barriers or other obstacles to engagement. The team focuses on developing and implementing culturally responsive communication and engagement practices. By tailoring communications to respect and reflect the diverse cultural backgrounds of our families, we ensure that all voices are heard and valued, fostering a more inclusive school environment. Once a year, the Community Engagement Team administers a parent survey to gather feedback from all families. The results are analyzed and shared to help the school respond effectively to the needs of the community. This continuous feedback loop ensures that our strategies remain relevant and effective in addressing the unique needs of our unduplicated populations. While the primary focus is on supporting unduplicated families, the practices and tools developed by the Community Engagement Team benefit all families. Schoolwide implementation ensures that every family, regardless of their background, has access to clear, consistent, and culturally responsive communication, fostering a stronger school community.	

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.8	**Action:** Integrated and Designated English Language Development Support and Investment **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups. **Scope:** Limited to Unduplicated Student Group(s)	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. Summit is committed to investing in differentiated materials within the base curriculum across all courses. This ensures that English Learners can effectively access and engage with the curriculum. By partnering with Houghton Mifflin and utilizing their English 3D curriculum, we provide additional curricular support and training that is specifically tailored to the needs of ELs. By providing differentiated materials and targeted support through the English 3D curriculum, ELs are more likely to engage with and understand the curriculum, which is fundamental to their academic success. All teachers will leverage these resources and apply a set of responsive strategies tailored to students' proficiency levels in the four domains of speaking, reading, writing, and listening. This comprehensive approach ensures that ELs receive the support they need across all aspects of language development, integrated seamlessly into their regular coursework. Beyond the integrated supports, Summit will enhance our investment in the English Language Development (ELD) Designated Instruction block. Twice a week, students scoring in Levels 1-3 on the ELPAC, as well as Level 4 students needing additional support, will receive dedicated instruction focused on reading comprehension and	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		academic language. This targeted instruction is crucial for addressing the specific linguistic needs of ELs, providing them with intensive support to improve their language skills. The twice-weekly designated ELD instruction blocks offer intensive and focused support that directly addresses the areas where ELs most need improvement. This dedicated time for reading comprehension and academic language development is vital for helping students catch up and excel.	
1.9	**Action:** English Learner Development Training and Professional Development **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups **Scope:** Limited to Unduplicated Student Group(s)	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. Summit will enhance the training and professional development for all teachers who work with ELs to ensure they receive the right level of support in core academic classes. This training will occur during dedicated PD sessions in August and February, as well as ongoing opportunities during Expeditions PD weeks and leadership team meetings. Increased PD for all teachers working with ELs ensures they are equipped with strategies to provide appropriate support, enhancing EL students' access to and success in core academic subjects. Supplemental training for ELD Designated Instruction Block teachers ensures they are well-prepared to deliver targeted instruction, focusing on the specific needs of ELs	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
		in reading comprehension and academic language.	
1.10	**Action:** English Language Learner Identification and Notification Procedures: **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English learners will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups **Scope:** Limited to Unduplicated Student Group(s)	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. By leading the identification and Initial ELPAC testing processes, the Red Team ensures that ELs are promptly identified and provided with necessary support from the outset, enhancing their chances for academic success. Managing annual Summative ELPAC testing allows for accurate monitoring of ELs' language development, ensuring that instructional strategies can be adjusted based on up-to-date proficiency data. Additionally, executing reclassifications for qualified students ensures that ELs transition to appropriate instructional settings as their English proficiency improves, which is crucial for their continued academic growth.	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates
1.11	**Action:** Long-Term English Learners Support and Intervention **Need:** We continue to see persistent disparities between the academic performance of English learners compared to their English fluent Our data on Common Core-aligned cognitive skills evaluated through authentic, rubric-based assessments suggests that many English	Our action plan is designed to address the specific needs of our English Learners (ELs) and to be effective in improving their educational outcomes through targeted support and resources. The data analysis tools assist teachers in grade-level meetings to identify the specific interventions needed for each LTEL. By showing the mastery level of each student in grade-level standards, teachers can dynamically allocate interventions tailored to individual needs. The tools help teachers identify students who are off track in any	Metric 1.6: SBAC ELA Metric 1.8: SBAC Math Metric 1.14: English Learner Proficiency Metric 1.15: English Learner Reclassification Rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	learners will require extra effort and support to succeed in a four-year college, and the state measures of college and career readiness show lower rates of preparedness for these subgroups **Scope:** Limited to Unduplicated Student Group(s)	class, grouped by student demographic, proficiency levels, and IEP. This comprehensive view allows for early identification and support for students who may need additional help. The ability to dynamically allocate interventions based on real-time data ensures that each LTEL receives the specific support they need to master grade-level standards, promoting more effective and individualized instruction.	

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

NA - All limited actions have expenditures.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Summit Tahoma did not receive the concentration grant add-on and therefore a response to this prompt is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA Single School LEA	NA Single School LEA
Staff-to-student ratio of certificated staff providing direct services to students	NA Single School LEA	NA Single School LEA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,748,974	276,865	5.830%	0.000%	5.830%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,923,955.00	$14,052.00	$0.00	$57,574.00	$1,995,581.00	$1,570,724.00	$424,857.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Teacher Support and Professional Development:	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$112,124.00	$29,594.00	$141,718.00				$141,718.00	
1	1.2	Student Support Block	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$155,003.00	$17,649.00	$162,652.00			$10,000.00	$172,652.00	
1	1.3	College and Career Preparedness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$656,604.00	$22,352.00	$624,704.00	$14,052.00		$40,200.00	$678,956.00	
1	1.4	Tier 1 Investment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$26,638.00	$26,638.00				$26,638.00	
1	1.5	Common Core Assessment Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$44,083.00	$0.00	$44,083.00				$44,083.00	
1	1.6	Extended Academic Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$106,048.00	$0.00	$106,048.00				$106,048.00	
1	1.7	Summit Learning Platform Access and Rostering	All	No			All Schools	Ongoing	$0.00	$25,541.00	$25,541.00				$25,541.00	
1	1.8	Integrated and Designated English Language Development Support and Investment	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$63,228.00	$19,123.00	$82,351.00				$82,351.00	
1	1.9	English Learner Development Training and Professional Development	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	Ongoing	$33,020.00	$8,388.00	$41,408.00				$41,408.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.10	English Language Learner Identification and Notification Procedures:	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$2,911.00	$0.00	$2,911.00				$2,911.00	
1	1.11	Long-Term English Learners Support and Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$14,273.00	$3,825.00	$18,098.00				$18,098.00	
2	2.1	Tiered Behavior Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$196,693.00	$0.00	$196,693.00				$196,693.00	
2	2.2	Comprehensive Attendance Improvement Strategy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$20,202.00	$20,202.00				$20,202.00	
2	2.3	Inclusive and Belonging Practices and Programming	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$30,998.00	$5,685.00	$36,683.00				$36,683.00	
2	2.4	Site Safety and Security	All	No			All Schools	Ongoing	$6,273.00	$34,907.00	$41,180.00				$41,180.00	
3	3.1	Attracting and Retaining Highly Qualified Teachers:	All	No			All Schools	Ongoing	$0.00	$165,666.00	$158,292.00			$7,374.00	$165,666.00	
3	3.2	Parent Organization and Community Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,156.00	$0.00	$28,156.00				$28,156.00	
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$28,524.00	$25,181.00	$53,705.00				$53,705.00	
3	3.4	Community Engagement Team	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$92,786.00	$20,106.00	$112,892.00				$112,892.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,748,974	276,865	5.830%	0.000%	5.830%	$1,698,942.00	0.000%	35.775 %	**Total:**	$1,698,942.00
								LEA-wide Total:	$1,554,174.00
								Limited Total:	$144,768.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Teacher Support and Professional Development:	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$141,718.00	
1	**1.2**	Student Support Block	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$162,652.00	
1	**1.3**	College and Career Preparedness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$624,704.00	
1	**1.4**	Tier 1 Investment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,638.00	
1	**1.5**	Common Core Assessment Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,083.00	
1	**1.6**	Extended Academic Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$106,048.00	
1	**1.8**	Integrated and Designated English Language	Yes	Limited to Unduplicated	English Learners	All Schools	$82,351.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Development Support and Investment		Student Group(s)				
1	1.9	English Learner Development Training and Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$41,408.00	
1	1.10	English Language Learner Identification and Notification Procedures:	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,911.00	
1	1.11	Long-Term English Learners Support and Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,098.00	
2	2.1	Tiered Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$196,693.00	
2	2.2	Comprehensive Attendance Improvement Strategy	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,202.00	
2	2.3	Inclusive and Belonging Practices and Programming	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$36,683.00	
3	3.2	Parent Organization and Community Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,156.00	
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,705.00	
3	3.4	Community Engagement Team	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$112,892.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,129,902.08	$2,067,303.23

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Teacher Support and Professional Development:	Yes	$134,712.56	$133,505.03
1	**1.2**	Student Support Block	Yes	$159,174.56	$157,290.23
1	**1.3**	College and Career Preparedness	Yes	$796,335.36	$783,362.18
1	**1.4**	Tier 1 Investment	Yes	$29,020.28	$25,904.43
1	**1.5**	Common Core Assessment Plan	Yes	$45,754.32	$43,046.08
1	**1.6**	Extended Academic Engagement	Yes	$111,677.00	$103,552.16
1	**1.7**	Summit Learning Platform Access and Rostering	No	$24,940.00	$24,939.46
1	**1.8**	Integrated and Designated English Language Development Support and Investment	Yes	$85,233.00	$78,214.61
1	**1.9**	English Learner Development Training and Professional Development	Yes	$43,201.00	$39,421.61
1	**1.10**	English Language Learner Identification and Notification Procedures:	Yes	$2,843.00	$2,842.90

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Long-Term English Learners Support and Intervention	Yes	$16,440.00	$16,659.75
2	2.1	Tiered Behavior Support	Yes	$217,724.00	$202,064.69
2	2.2	Comprehensive Attendance Improvement Strategy	Yes	$15,093.00	$15,093.00
2	2.3	Inclusive and Belonging Practices and Programming	Yes	$36,721.00	$35,820.56
2	2.4	Site Safety and Security	No	$59,930.00	$59,820.64
3	3.1	Attracting and Retaining Highly Qualified Teachers:	No	$163,368.00	$160,939.82
3	3.2	Parent Organization and Community Events	Yes	$28,847.00	$27,493.12
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$47,623.00	$47,097.78
3	3.4	Community Engagement Team	Yes	$111,265.00	$110,235.18

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$267,232	$1,814,548.08	$1,821,603.31	($7,055.23)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Teacher Support and Professional Development:	Yes	$134,712.56	$133,505.03		
1	1.2	Student Support Block	Yes	$159,174.56	$157,290.23		
1	1.3	College and Career Preparedness	Yes	$755,219.36	$783,362.18		
1	1.4	Tier 1 Investment	Yes	$29,020.28	$25,904.43		
1	1.5	Common Core Assessment Plan	Yes	$45,754.32	$43,046.08		
1	1.6	Extended Academic Engagement	Yes	$111,677.00	$103,552.16		
1	1.8	Integrated and Designated English Language Development Support and Investment	Yes	$85,233.00	$78,214.61		
1	1.9	English Learner Development Training and Professional Development	Yes	$43,201.00	$39,421.61		
1	1.10	English Language Learner Identification and Notification Procedures:	Yes	$2,843.00	$2,842.90		
1	1.11	Long-Term English Learners Support and Intervention	Yes	$16,440.00	$16,659.75		
2	2.1	Tiered Behavior Support	Yes	$191,724.00	$202,064.69		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Comprehensive Attendance Improvement Strategy	Yes	$15,093.00	$15,093.00		
2	2.3	Inclusive and Belonging Practices and Programming	Yes	$36,721.00	$35,820.56		
3	3.2	Parent Organization and Community Events	Yes	$28,847.00	$27,493.12		
3	3.3	Mentor Meetings and Family Access to Summit Learning Platform	Yes	$47,623.00	$47,097.78		
3	3.4	Community Engagement Team	Yes	$111,265.00	$110,235.18		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,450,903	$267,232	0%	6.004%	$1,821,603.31	0.000%	40.927%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Appendix K

RESTATED ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the Board Chair and the Secretary of Summit Public Schools, a California nonprofit public benefit corporation.

2. The Articles of Incorporation of this corporation are restated in their entirety to read as follows:

ARTICLE I

The name of the Corporation is: Summit Public Schools.

ARTICLE II

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

The specific purposes of this Corporation are as follows: (1) to train, consult and advise public school teachers and administrators and to support, and provide administrative and other services to public schools; (2) to manage, operate, guide, direct and promote one or more public charter schools ("Charter Schools"); and (3) for other charitable educational purposes as may occur from time to time.

This Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of Section 50l(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these Articles, 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 corporation exempt from federal income tax under Section 50l(c)(3) of the Internal Revenue Code or by a corporation, contributions to which are deductible under Section l70(c)(2) of the Internal Revenue Code.

No substantial part of the activities of this Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

ARTICLE III

The property of this Corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II of these Articles of Incorporation.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation laws of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all powers shall be exercised by or under the direction of the board of directors.

ARTICLE IV

The number of directors shall be provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

ARTICLE V

The authorized number and qualifications of members of this Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof shall be set forth in the bylaws.

ARTICLE VI

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of its debts and liabilities shall be distributed to (i) a public school that satisfies the requirements of Section III.A of Internal Revenue Service Notice 2015-07 Relief for Certain Participants in § 414(d) Governmental Plans, as may be amended or superseded, or (ii) the State of California, a political subdivision thereof, or another governmental agency or instrumentality.

1. the foregoing amendment of the articles of incorporation have been duly approved by the board of directors.

2. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: 6/11/2026

_____

President of the Board of Directors

_____

Chair of the Board of Directors

AMENDED AND RESTATED 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 ("Summit Public Schools" or the "Corporation").

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 780 Broadway, Redwood City, State of California, or at any such location within the State of California as the Board of Directors (the "Board" or the "Board of Directors") shall designate.

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 are as follows: (1) to train, consult and advise public school teachers and administrators, and to support, operate, and provide administrative and other services to public schools; (2) to manage, operate, guide, direct and promote one or more California public charter schools (each a "Charter School" and, collectively, the "Charter Schools"); and (3) for other charitable educational purposes as may occur from time to time. 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 Public Benefit Corporation Law (California Corporations Code Section 5110 et. seq.) 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 authorized by this Board in accordance with these bylaws including, but not limited to, such 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 California Nonprofit Public Benefit Corporation Law. The 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. The Board may delegate the management of the Corporation's activities to any person(s), including, but not limited to, the President (defined herein) and/or any management company or committees, however composed; provided, however, 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 this Article VII, 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 or from any other state, territory, dependency, or country; conduct its activities in or outside California; and designate any 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.

Section 4. RESERVED.

Section 5. DIRECTORS' TERM. 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) fiscal year(s) (defined herein) 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 may either (a) 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, or (b) delegate these duties to the Governance Committee, if any, (each, a "Nominating Committee"). The Nominating Committee shall make its report to the Board of Directors 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 final order of court, or been found by final order or judgment of any court to have breached a duty under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law; (c) the increase of the authorized number of directors; or (d) the failure of the directors, at any meeting of directors at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

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 directors 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 Brown Act (defined herein). Any vacancy caused by the removal of a director shall be filled as provided in Section 12 of this Article VII.

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 (1) the unanimous written consent of the directors then in office, (2) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice complying with the Nonprofit Public Benefit Corporation Law, or (3) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors or any amendment reducing the number of classes of directors shall not result in any director being removed prior to the expiration of such director's term of office.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation and at such other locations permitted by the Brown Act. 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 and is permitted by the Brown Act. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act 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 Ralph M. Brown Act, Government Code Section 54950 et. seq., (as amended, from time to time, the "Brown Act").

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.

A member of the public shall not be required, as a condition to attendance at a meeting of the Board of Directors, to register their name, to provide other information, to complete a questionnaire, or otherwise to fulfill any condition precedent to their attendance.

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 in accordance with these bylaws and the Brown Act. 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 at least 72 hours before a regular meeting or as otherwise provided by the Brown Act.

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. Notwithstanding any other provision of law, the Board of Directors may use teleconferencing for the benefit of the public and the Board of Directors in connection with any meeting or proceeding authorized by law. Teleconferencing, as authorized by the Brown Act, may be used for all purposes in connection with any meeting within the subject matter jurisdiction of the Board of Directors. 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. During the teleconference, at least a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the territory over which the local agency exercises subject matter jurisdiction.

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 and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the Board of Directors.

d. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public.

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

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.

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 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 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 the contract of employment of the President (the "President"), the President shall be the general manager and chief executive officer of the Corporation. The President shall, among other things, supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, job specification, resolution, or delegation of authority. 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 with a director that violates any provision of the Nonprofit Public Benefit Corporation Law or any provision of the Government Code applicable to the Corporation, including, but not limited to, the Political Reform Act, or constitutes a conflict of interest in violation of the Corporation's conflict of interest code, as amended. 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 such transaction is permitted or required by the laws of the State of California.

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 that violates any provision of the Nonprofit Public Benefit Corporation Law or any provision of the Government Code applicable to the Corporation, including, but not limited to, the Political Reform Act, or constitutes a conflict of interest in violation of the Corporation's conflict of interest code, as amended.

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 Section 5238(a) of the California Nonprofit Public Benefit Law, 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 or reported 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 an affirmative vote of two-thirds 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 (the "Fiscal Year") of the Corporation shall begin on July 1 of each calendar year and end on June 30 of the subsequent calendar year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Summit Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 16 pages, are the bylaws of this Corporation as adopted by the Board of Directors on December 11, 2020; and that these bylaws have not been amended or modified since that date.

Executed on December 11. 2020 at Redwood City, California.

Blake Warner
Blake Warner (Dec 21, 2020 08:24 MST)

Blake Warner, Secretary

Appendix

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SUMMIT PUBLIC SCHOOLS

CONFLICT OF INTEREST CODE

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 California Code of Regulations Section 18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the **Summit Public Schools** (**SPS**).

Individuals holding designated positions shall file their statements of economic interests with **SPS**, which will make the statements available for public inspection and reproduction. (Gov. Code Sec. 81008.) All statements will be retained by **SPS**.

SUMMIT PUBLIC SCHOOLS

CONFLICT OF INTEREST CODE

APPENDIX A
DESIGNATED EMPLOYEES

Designated Employees	Disclosure Category
Members of the Governing Board	1, 2
Superintendent	1, 2
Head(s) of Schools	1, 2
Executive Director(s)	1,2
Assistant Director(s)	1, 2
Senior Director of Facilities	1, 2
Chief Operating Officer	2
Chief Program Officer	2
Senior Director of Talent	2
Director of Human Resources	2
Controller	2
Dean of Operations	2
Chief Academic Officer	3
Chief Technology Officer	3
Chief External Officer	3
Consultants/New Positions	*

* Consultants/New Positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The SPS Chief Executive Officer may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code (Government Code Section 81008).

Public Officials Who Manage Public Investments:

The following positions are not covered by the conflict of interest code because they must file a statement of economic interests pursuant to Government Code Section 87200 and, therefore, are listed for informational purposes only:

Chief Financial Officer
Chief Executive Officer

An individual holding one of the above listed positions may contact the Fair Political Practices Commission for assistance or written advice regarding their filing obligations if they believe their position has been categorized incorrectly. The Fair Political Practices Commission makes the final determination whether a position is covered by Government Code Section 87200.

APPENDIX B
DISCLOSURE CATEGORIES

CATEGORY 1

Designated Employees assigned to Category 1 ***must report***:

(A) Interests in real property located in whole or in part within a two-mile radius of:
- any school district that has authorized an SPS charter school, or
- any facility utilized by SPS's charter schools, or
- a proposed site for an SPS facility; and

(B) Investments and business positions in business entities, and sources of income (including gifts, loans, and travel payments) of the type that engage in the purchase or sale of real property or are engaged in building construction or design.

CATEGORY 2

Designated Employees assigned to Category 2 ***must report***:

Investments and business positions in business entities and sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by SPS.

CATEGORY 3

Designated Employees assigned to Category 3 ***must report***:

Investments and business positions in business entities or sources of income (including receipt of gifts, loans, and travel payments) that are contractors engaged in the performance of work or services, or sources that manufacture, sell, repair, rent or distribute school supplies, books, materials, school furnishings or equipment of the type to be utilized by the Designated Employee's department.

This is the last page of the conflict of interest code for the **Summit Public Schools**.

CERTIFICATION OF FPPC APPROVAL

Pursuant to Government Code Section 87303, the conflict of interest code for the **Summit Public Schools** was approved on 3/15/ 2021. This code will become effective on 4/14/ 2021.

John M. Feser, Jr.
Senior Commission Counsel
Fair Political Practices Commission

Appendix

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Chief Executive Officer
The Summit Public Schools Board of Directors is seeking applications for the next Chief Executive Officer of Summit Public Schools. The board has announced that it will consider internal candidates for this position at this time.

The Chief Executive Officer (CEO) of Summit Public Schools is a central member of a dynamic leadership team upholding a fierce commitment to ensuring every student is equipped to lead a fulfilled life — one with purpose, financial independence, community, strong relationships, and health. The CEO will join a leadership team consisting of thirty-one talented individuals who serve as Summit school site Executive Directors and lead primary network level functions. This year marks Summit's 20th anniversary. In this time Summit has become a leader in innovative education and is known as a highly reputable organization that is relentless in its pursuit of what education can be. The next CEO will play a critical role in leading Summit into the future.

Who We Are:

What if all students graduated high school with the knowledge, skills and habits they need to lead a fulfilled life? This is the question that guides our mission at Summit Public Schools.

To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life. We operate 10 schools serving over 3,300 students in the Bay Area and Washington state. 100% of Summit graduates are college ready and Summit graduates complete college at double the national average.

We are seeking an exceptional, values-aligned executive leader to guide our team as we strive towards our mission and prepare our students for a fulfilled life.

What You'll Do:

As the leader of Summit Public Schools, the Chief Executive Officer is a guardian of the vision and mission of the organization. The CEO is principally responsible for leading the formation and execution of organizational strategy and to set aligned strategic goals.

A successful CEO will advance the organization's mission and vision as a collaborative leader who is exceptionally adept at achieving consensus decisions across difference and among the

leadership team. The CEO will also demonstrate strong decision making abilities as the final decision maker in critical organizational decisions. Moreover, the CEO will embody and model the strong culture espoused by Summit Public Schools' values.

In addition to leading these key functions, the CEO operates as the primary business partner to experts within the organization who lead in the following areas:

- board relations and management
- fiscal operations
- fundraising and development
- communications
- government and policy advocacy
- external alliances and partnerships
- program,school and operational results
- evaluation and tracking success
- adult development
- risk mitigation

What You Need:

The successful candidate will bring to the role the following professional qualifications and personal characteristics to lead a complex, multi-state network of high performing public charter schools with an ambitious mission.

Professional Qualifications:

- 10-12 years of professional experience, with a minimum of 7 years of senior leadership experience in a school-based or other educational setting successfully leading, managing, and growing a performance- and outcomes-based department, organization, or enterprise.
- A Bachelor's degree from an accredited, four-year university and an advanced degree in educational leadership, business, or a related field is required.
- Strong skills in planning, organizing, attention to detail, and oral and written communication, including strong presentation skills.
- The ability to institutionalize systems and processes that enable organizations to operate efficiently and effectively.

Personal Characteristics:

- ***Visionary Leadership*** *- Deeply mission-driven, with demonstrated success developing a compelling strategic vision and improving outcomes. Through credibility and connection, enlisting others to engage; fostering collaboration, and building spirited teams.*
- ***Executive Management*** *- Proven experience building and managing highly-skilled, diverse teams and making decisions in a senior-level role within a consensus-driven environment through an equity lens.*

- ***Values-Driven*** *- Operates from a clear set of guiding organizational values and operating principles coupled with an unwavering commitment to upholding those values.*
- ***Strong (EQ)*** *- Intuitive and dynamic relationship management with a variety of stakeholders both internally and externally. The ability to effectively recognize, understand, and manage the emotions of yourself and model for others.*
- ***Strong Work Ethic -*** *Passion, determination, and an unrelenting capacity to push forward, especially during times of challenge and/or ambiguity.*
- ***Fiscal Stewardship*** *- Demonstrable readiness to steward the financial operations of a complex organization.*
- ***Growth Mindset*** *- A commitment to learning for yourself and others. A reflective practitioner who is aware of her/his/their strengths and weaknesses, a solicitor of feedback and an active driver of their own growth.*
- ***Racial Justice and DEI Leadership*** *- A leader who recognizes that inequities exist and is committed to intentionally shifting internal structures and culture to be more inclusive of traditionally marginalized communities.*
- ***Fundraiser -*** *Demonstrated readiness in donor cultivation and stewardship, connecting people to the mission and each other, enabling the organization to raise significant funds from new and existing donors.*

Reporting Relationships:

The CEO reports to the Summit Public Schools Board of Directors. They will oversee a team of approximately nine C-level roles and the school Executive Directors.

Location:

The position is based in Summit's two regions, the San Francisco Bay Area and Seattle/Tacoma, and requires willingness to travel regularly to our sites and to meetings with funders/key stakeholders.

Application Process and Timeline:

Applications, including a resume and cover letter (that is no more than one page long and centers on answering the question: *Why do you want to be the CEO of Summit Public Schools?*) will be accepted beginning September 9, 2022 to September 13, 2022, 11:59 PM PST. Applications are to be submitted through the link below by or before 11:59 pm PST on September 13, 2022.

Applications will be reviewed as received, and upon qualification, candidates will be invited to move forward to the next stage in the process. The Board expects to invite finalists for conversations and to make a decision by the end of October.

What You Get:

In addition to joining a highly motivated team and engaging in meaningful work, you'll have access to a comprehensive suite of benefits including a retirement plan, unlimited "take what you need" PTO policy, 12 paid holidays, and 3 weeks of organization-wide closures during the year. You and your dependents will have access to multiple health, dental, and vision plans at 25% cost (we cover the other 75%) and employee life and disability insurance at no cost. Our compensation policy strives to be equitable and transparent. The salary for this position is commensurate with Summit Public School's compensation policy.

Summit is an equal opportunity employer. We believe that diversity, equity, and inclusion are directly intertwined with education. We are ALL better when we are able to bring our whole selves to work and honor each other's voices across identities, cultural backgrounds, and life experiences. We welcome and encourage applications from individuals who are members of historically marginalized communities.

Executive Director - 2025-2026

The **Executive Director** is in charge of ensuring that the mission and vision of the school is implemented effectively, ensuring that academic programs accelerate positive outcomes for all students.

The Executive Director is responsible for overseeing all aspects of running a school. This includes providing instructional leadership to faculty, managing the on-site operations and administrative duties, supporting student enrollment, and cultivating a strong anti-bias, anti-racist school culture. The Executive Director will also foster relationships with key internal and external stakeholders to meet budgetary, academic, and talent goals.

The ideal candidate is an experienced school leader and educator with an expertise in leading successful school environments, coaching teams of faculty and staff, and meeting student outcomes. Familiarity with Summit Learning or personalized learning is strongly preferred.

Who We Are

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To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life. We operate 10 schools serving over 3,300 students in the Bay Area and Washington state. 100% of Summit graduates are college ready and Summit graduates complete college at double the national average.

We need exceptional, diverse, and mission-aligned teachers to join our team to help prepare our students for a fulfilled life. Join us!

What You'll Do:

Strategic Vision

- Create a school-based vision that aligns with Summit Public Schools' mission, which includes clearly articulated goals and measures of success. Lead all internal and external stakeholders to implement this vision effectively. Refine and adjust the vision as necessary throughout the academic year.
- Meet regularly with students, parents, and faculty to communicate and inspire them around mission and vision.
- Ensure that academic programs accelerate outcomes for all students - this includes supporting strong instructional leadership, facilitating leadership team meetings with faculty and staff, and providing professional development and coaching.

Data Management & Student Academics

- Implement a school design and program that regularly collects and analyzes data to best improve student outcomes.
    - This includes implementing a training system and fostering a culture where faculty regularly utilize classroom data to improve their teaching practices and support student success.
- Ensure all data is accurate in the student information system.
    - This includes maintaining student records in accordance with all federal, state, and local guidelines.
- Design, implement and manage a testing plan that includes both external (eg. SATs) and internal tests (eg. CAASPP) to meet all test ordering deadlines and guidelines.
    - This includes following all testing protocols, training all proctors appropriately, collaborating with Special Education teachers to provide any testing accommodations, and fostering a culture that respects the importance of standardized tests.
- Ensure that all courses offered are approved through the UC system
    - Design, implement and manage a UC course approval plan
        - Stay up to date with changes made to the UC course approval process
        - Oversee the execution of the plan by the assistant director

Recruitment and Retention

- Ensure that the school is fully enrolled. Develop and execute a vision for student recruitment and enrollment through collaboration with other site-based school leadership, the external engagement team, and other relevant stakeholders.
- Collaborate with the talent team, other school leaders, and Heads of Schools to interview, assess, and select the best faculty and staff.
    - This includes utilization of culturally responsive rubrics and tools to conduct final round interviews with candidates to assess pedagogical effectiveness, academic performance, and alignment with Summit Public Schools' mission.
- Coach and support faculty and staff to ensure professional progression and growth.
    - This includes meeting with each teacher to develop goals and monitor progress; and observing, evaluating, and providing timely feedback during teacher observations.
    - Support people in finding additional opportunities for development by advocating for them internally and for identifying external opportunities that support their growth and retention at Summit Public Schools.

- Ensure a strong faculty culture that embraces the vision and meets the mission of the school
    - Lead the new-hires through a school-specific on-boarding program that ensures they completely understand the mission and vision of the school and the organization

School Culture

- Lead all faculty, staff, students, and parents to support a strong school culture that embraces the mission and vision of the school; provides an engaging and supportive environment; and develops effective strategies to inspire students to implement student culture goals.
- Ensure a positive student experience with extracurricular activities, including opportunities for athletic teams, student clubs and groups, and other related school events.
- Develop and implement effective restorative practices and discipline strategy for students.

Relationship Management

- Cultivate strong relationships with internal and external stakeholders - this includes all school governing bodies (SPS board, state authorizer, district authorizer, local school district authorizer, and community advisory board); community partnerships; and student families.
    - Ensure requirements with school governing bodies are met according to charter petition.
- Attend SPS Board meetings at least twice a year.
- Develop and maintain a strong relationship with community partners.

School Operations

- Ensure that the school is accredited through WASC.
    - This includes designing, implementing, and managing a WASC plan; and create and review school-wide ESLRS; and positioning WASC as an opportunity to use data to evaluate school effectiveness.
- Create and maintain a balanced budget in conjunction with the Chief Financial Officer, both for the existing year and for future years. Meet with the CFO regularly to forecast, monitor, and manage school budget that will maintain financial viability.
- Participate in audits of financial procedures to meet best financial practices.
- Ensure that faculty and staff understand rationale and importance of working on the state allocation budget, and that all team members are abiding by financial requirements set by the SPS finance and accounting department. Authorize all spending by signing expense reports and reviewing approving bills and all contracts.
- Create appropriate annual fundraising goals and strategies; meet with the development team to regularly assess progress and design initiatives to meet measures of success.
- Support on-site operations and administrative staff to ensure that school facility is operational at all times.
    - Design, implement, and manage a student attendance plan.
    - Collaborate with office manager to design a welcoming and supportive front-desk.

    - Collaborate with staff members responsible for the school's lunch program and ensure that every student eligible for free and reduced lunch is identified and submits the required paperwork.
- Ensure that all federal, state and local compliance requirements are met (PCSGP, CPR training, SB 740, PENSEC, CALPADS, CBEDs, etc.).

What You Need:

Key Qualities and Skills

- Commitment to **uphold Summit's values**, belief that all children deserve a rigorous and equitable education that prepares them for college and for life.
- **Bachelor's Degree** is required.
- A **Master's Degree in Education, Educational Leadership, or similar program** is required.
- **Prior experience in school leadership** is required.
- A **Teaching Credential** in California or another US state is required, as is **prior teaching experience**.
- An **Administrative Credential** in California or another US State is required.
- **Proficiency** in Google Platforms, including Google Drive, Google Sheets, Google Docs, and Google Slides.
- Clear **health and background check**.

Who You Are:

About You

- You maintain **high expectations** for all students and believe all students can find success in school, college, and life.
- You **thrive while collaborating** and are excited to work with your colleagues. You find positivity in shared successes.
- You **share our vision** to reimagine what schools should be and are excited to make an impact on the public education landscape.
- You are **empathetic and culturally competent**. You're proactively facilitate courageous conversations to advance anti-bias anti-racist practices and dismantle racism in our organization.
- You are **data driven** and have the ability to collect, evaluate, and utilize data in meaningful ways.
- You have **expertise in planning learning experiences** that model skills-based, personalized instruction.
- You are **positive and resilient** in the face of big challenges.
- You take **initiative and ownership** in driving your work to meet personal and team goals.
- You possess **strong people management and relationship** skills, with the ability to motivate, inspire, develop, and communicate with a diverse group of teachers, leaders, staff members, and community members.

- You have an ability to apply **honest, actionable, and timely feedback** that results in improved performance.
- You have a **strategic mindset** when it comes to executing professional development initiatives.
- You thrive in **innovative** environments, and are comfortable with the ambiguity that can come with a dynamic and progressive workplace.
- You're **committed to continuous improvement**, see feedback as a positive, and have a growth mindset.

What you get:

In addition to joining a highly motivated team and engaging in meaningful work, you'll have access to a comprehensive suite of benefits including a retirement plan, unlimited "take what you need" PTO policy, 11 paid holidays, and 3 weeks of organization-wide closures during the year. You and your dependents will have access to multiple health, dental, and vision plans at 25% cost (we cover the other 75%) and employee life and disability insurance at no cost. Our compensation policy strives to be equitable and transparent. The salary for this position starts at $133,348 and goes up to $175,478.78 commensurate with experience and qualifications.

Summit is an equal opportunity employer. We believe that diversity, equity, and inclusion are directly intertwined with education. We are ALL better when we are able to bring our whole selves to work and honor each other's voices across identities, cultural backgrounds, and life experiences. We welcome and encourage applications from individuals who are members of historically marginalized communities. Spanish language proficiency is a plus.

Dean of Operations

The **Dean of Operations** will be responsible for ensuring the effective, efficient, and values aligned school site operations for both Middle and High school sites.

Reporting to the Executive Directors of both Middle and High School, the Dean of Operations will be the non-instructional leader of the school site. The Dean will oversee attendance, child nutrition, recruitment and enrollment, facilities, field trips, health and safety, scheduling, records, testing, and transportation. The Dean will also support key compliance projects and manage operations team members, which may include a Community Engagement Manager, Office Assistant(s), Americorp member(s), Special Projects Manager, traffic attendants and a Food Server.

The ideal candidate is a results-driven, systems-oriented leader with people and project management experience. The ideal candidate possesses excellent communication skills, and can quickly build strong relationships with faculty, families, staff, and students.

Who We Are:

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To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life. We operate 10 schools serving over 3,300 students in the Bay Area and Washington state. 100% of Summit graduates are college ready and Summit graduates complete college at double the national average.

We need exceptional, diverse, and mission-aligned teachers to join our team to help prepare our students for a fulfilled life. Join us!

What You'll Do:

Attendance

- Manage systems and processes to support daily attendance and collaborate with Executive Directors on both sites to ensure both schools meet student attendance goals
- Ensure regular attendance reports are submitted on time, accurately and in compliance.
- Oversee implementation and compliance of attendance interventions including truancy protocols.

Recruitment and Enrollment

- Manage systems and processes to support recruitment and enrollment and collaborate with Executive Directors to oversee recruitment of new students and ensure schools meets enrollment goals (Schools are fully enrolled)
- Manage lotteries and registration for prospective students and ensure compliance with charter petition
- Manage re-enrollment for current students (100% forms collected by first day of school)

Health and Safety

- Ensure that site is safe and secure and in compliance, including management of site safety plan (100% emergency drills completed on time, safety plan updated annually, annual safety inspection passed)
- Coordinate site emergency drills and liaise with local emergency departments
- Ensure student incidents are recorded and reported accurately and on time.
- Coordinate site health and nursing services; this includes hearing and vision screening.
- Ensure that field trips are safe and compliant.

Technology and Facilities

- Manage inventory of technology equipment and ensure that chromebooks are kept in good care.
- Manage facilities maintenance, coordinate repairs and liaise with landlords.
- Coordinate with facilities team on site upgrades.

Meals

- Oversee child nutrition program and daily meal service; this includes required training and certification.
- Ensure compliance with the National School Lunch Program.
- Manage meal application collection and processing.

Records and Testing

- Oversee intake and ongoing maintenance of student cumulative files to ensure accuracy and compliance, including processing records requests for entering and exiting students.
- Manage incoming transfers and transcript requests
- Oversee distribution of report cards and transcripts.

- Support planning, preparation and administration for standardized tests

Scheduling

- Support design of school master schedule.
- Build student schedules for the start of the school year.
- Manage student scheduling maintenance throughout the school year.

Transportation

- Coordinate daily bussing and manage public transit program.
- Manage transportation reporting and ensure compliance.
- Oversee transportation management for field trips and other school activities.

Leadership

- Serve as a member of the school admin team.
- Manage Community Engagement Manager, Office Assistant(s), Americorp member(s), Special Project Manager, traffic attendants and Food Server.

What You Need:

Key Qualities and Skills

- Commitment to **uphold Summit's values**, belief that all children deserve a rigorous and equitable education that prepares them for college and for life.
- **Bachelor's Degree** is strongly preferred.
- **Operations and/or prior school experience** is strongly preferred.
- **Prior experience in project and people management** is strongly preferred.
- **Prior experience** with data or analysis is preferred.
- **Proficiency** in Google Platforms, including Google Drive, Google Sheets, Google Docs, and Google Slides.
- Valid **CPR/First Aid** certification
- Clear **health and background check**.

Who You Are:

About You

- You maintain **high expectations** for all students and believe all students can find success in school, college, and life.
- You **thrive while collaborating** and are excited to work with your colleagues. You find positivity in sharing successes.
- You possess **excellent organizational and project management skills**, with an obsession for details.
- You **share our vision** to reimagine what schools should be and are excited to make an impact on the public education landscape.

- You are **positive and resilient** in the face of big challenges.
- You take **initiative and ownership** in driving your work to meet personal and team goals.
- You have an ability to apply **honest, actionable, and timely feedback** that results in improved performance.
- You possess **strong relationship** skills, with the ability to motivate, inspire, develop, and communicate with a diverse group of faculty and community members.
- You are **empathetic and culturally competent**. You're open to having hard conversations.
- You thrive in **innovative** environments, and are comfortable with the ambiguity that can come with a dynamic and progressive workplace.
- You're **committed to continuous improvement**, see feedback as a positive, and have a growth mindset.

What you get:

In addition to joining a highly motivated team and engaging in meaningful work, you'll have access to a comprehensive suite of benefits including a retirement plan, unlimited "take what you need" PTO policy, 11 paid holidays, and 3 weeks of organization-wide closures during the year. You and your dependents will have access to multiple health, dental, and vision plans at 25% cost (we cover the other 75%) and employee life and disability insurance at no cost. Our compensation policy strives to be equitable and transparent. The salary for this position starts at $103,663 and goes up to $122,635 commensurate with experience and qualifications.

Summit is an equal opportunity employer. We believe that diversity, equity, and inclusion are directly intertwined with education. We are ALL better when we are able to bring our whole selves to work and honor each other's voices across identities, cultural backgrounds, and life experiences. We welcome and encourage applications from individuals who are members of historically marginalized communities. Spanish language proficiency is a plus.

Dean of Instruction & Culture - 2025- 2026

The **Dean of Instruction and Culture** works to develop faculty in implementing Summit Learning in their classroom teaching, supports with induction and intervenes, maintains, and executes student discipline on campus. The Dean will also implement programs and initiatives on campus to build and positively impact a strong anti-bias anti-racist school culture through relationship building and effective restorative practices. The Dean should possess strong relationship skills, have the ability to develop efficient progress monitoring systems, and display strong organization and management skills.

Candidates must be strong instructional leaders and be able to quickly internalize the expectations of the Summit classroom and coach developing teachers to meet those expectations. Candidates must deeply value collaboration and be willing to both offer and receive honest, actionable, and timely feedback.

Who We Are

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To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life. We operate 10 schools serving over 3,300 students in the Bay Area and Washington state. 100% of Summit graduates are college ready and Summit graduates complete college at double the national average.

We need exceptional, diverse, and mission-aligned teachers to join our team to help prepare our students for a fulfilled life. Join us!

What You'll Do:

A Summit Public Schools Dean of Instruction & Culture will have the following responsibilities:

Coach beginning teachers through Summit's Induction program

- Hold weekly coaching sessions and regular observations of coachees.
- Support coachees with clear feedback and actionable next steps.
- Coordinate with Summit's strategic partners
- Design, build and facilitate professional development experiences for the School faculty.
- Communicate faculty progress with the school leadership.
- Assume various campus support and leadership roles as needed.

Leading anti-bias and anti-racist school culture projects and programs

- Developing high functioning faculty and teams
- Initiating, tracking, and completing restorative processes.
- Defining clear metrics of success for student culture.
- Collaborating with a team to prioritize needs and develop action plans for students who need proactive behavior support.
- Monitoring these metrics and adapting support, implementation, and program based on identified needs.
- Creating systematic, proactive supports for those implementing projects/programs, including formal professional development materials and experiences when appropriate.
- Following through with action plans.

Oversee school restorative practices and discipline

- Responding to classroom referrals in a timely way.
- Holding restorative student intervention sessions.
- Holding restorative family intervention meetings.
- Communicating discipline cases and outcomes with stakeholders.
- Holding students accountable to disciplinary consequences and next steps.
- Collecting and tracking discipline data to identify students of concern.
- Collaborating with the school leaders and network strategic partners in cases of escalated disciplinary infractions.

What you need:

- Commitment to **uphold Summit's values,** belief that all children deserve a rigorous and equitable education that prepares them for college and for life

- **Bachelor's Degree** (a Master's Degree in Education and/or participation in the Leadership Fellows program is preferred but not required)
- **Teaching Credential** in California (clear credential), Washington, or another US State equivalent
- **Teaching experience** within a Summit school or extensive teaching experience elsewhere required.
- Clear **health and background check**

Who you are:

About You

- You maintain **high expectations** for all students and believe all students can find success in school, college, and life.
- You **thrive while collaborating** and are excited to work with your colleagues. You find positivity in share successes.
- You **share our vision** to reimagine what schools should be and are excited to make an impact on the public education landscape.
- You are **empathetic and culturally competent**. You're proactively facilitate courageous conversations to advance anti-bias anti-racist practices and dismantle racism in our organization.
- You are **data driven** and have the ability to collect, evaluate, and utilize data in meaningful ways.
- You have **expertise in planning learning experiences** that model skills-based, personalized instruction.
- You are **positive and resilient** in the face of big challenges.
- You take **initiative and ownership** in driving your work to meet personal and team goals.
- You possess **strong people management and relationship** skills, with the ability to motivate, inspire, develop, and communicate with a diverse group of teachers, leaders, staff members, and community members.
- You have an ability to apply **honest, actionable, and timely feedback** that results in improved performance.
- You have a **strategic mindset** when it comes to executing professional development initiatives.

- You thrive in **innovative** environments, and are comfortable with the ambiguity that can come with a dynamic and progressive workplace.
- You're **committed to continuous improvement**, see feedback as a positive, and have a growth mindset.

What You Get:

In addition to joining a highly motivated team and engaging in meaningful work, you'll have access to a comprehensive suite of benefits including a retirement plan, unlimited "take what you need" PTO policy, 11 paid holidays, and 3 weeks of organization-wide closures during the year. You and your dependents will have access to multiple health, dental, and vision plans at 25% cost (we cover the other 75%) and employee life and disability insurance at no cost. Our compensation policy strives to be equitable and transparent. The salary for this position starts at $103,663 and goes up to $122,635 commensurate with experience and qualifications.

Summit is an equal opportunity employer. We believe that diversity, equity, and inclusion are directly intertwined with education. We are ALL better when we are able to bring our whole selves to work and honor each other's voices across identities, cultural backgrounds, and life experiences. We welcome and encourage applications from individuals who are members of historically marginalized communities. Spanish language proficiency is a plus.

Dean of Expeditions

The Dean of Expeditions will be responsible for ensuring the effective, efficient, and values aligned implementation of the Expeditions Program at the school site- “explore your passions, find your path”.

Reporting to the Executive Director for site-based work and the Director of Expeditions for program-based work, the Dean of Expeditions will be the school leader during the site’s Expeditions rounds and will lead the cultivation of community partnerships and best-fit experience options for students during the weeks the site is not in Expeditions. The Dean will oversee Expeditions approximately 10 faculty and staff that are part of their “home” campus as well as those that join part-time. They will also be responsible for the support and management of community partners.

Additionally, the Dean of Expeditions will work with other campus leadership to ensure strong systems and resources are in place to promote reflection on experiences and conversation between mentors and their mentees that support student development of their Concrete Next Step.

The ideal candidate is a results-driven, systems-oriented leader with people and project management experience. The ideal candidate possesses excellent communication skills, and can quickly cultivate robust community partnerships and build strong relationships with faculty, families, staff, and students. Candidates must deeply value collaboration and be willing to both offer and receive honest, actionable, and timely feedback.

Who We Are:

What if all students graduated high school with the knowledge, skills and habits they need to lead a fulfilled life? This is the question that guides our mission at Summit Public Schools.

To collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen concrete next step toward a fulfilled life. We operate 10 schools serving over 3,300 students in the Bay Area and

Washington state. 100% of Summit graduates are college ready and Summit graduates complete college at double the national average.

We need exceptional, diverse, and mission-aligned leaders to join our team to help prepare our students for a fulfilled life. Join us!

What You'll Do:

Leadership

- Serve as the acting Executive Director for 8 weeks of the year
- Coach and support Expeditions teachers, staff, and contractors
- Communicate and collaborate with the other school and network leadership as appropriate given the shared nature of the Expeditions staff
- Coordinate and collaborate with other Expeditions Deans and the Director of Expeditions to plan for 4 weeks of staff PD over the course of the year
- Collaborate with other Expeditions Deans and the Director of Expeditions in order to share best practices and cultivate external partnerships that can be leveraged across multiple sites
- In collaboration with the Executive Director and Director of Expeditions cultivate a strong faculty culture that embraces the vision of the Expeditions program and understands and values the place it plays within the overall school model

Community Partnerships Recruitment and Health

- Develop and cultivate relationships with community partners by promoting the school site and the Expeditions program as a way to strengthen the local community via partnering to create real-world experiences that contribute to a pathway to a fulfilled life for students
- Develop and manage systems and processes to support adequate number and quality of community partnerships to ensure the maximum number of students have access to high-quality independent and group learning experiences in the local community
- Manage contracts with local partners
- Develop and maintain criteria and standards for community partners to ensure student experiences are high quality, safe, and in alignment with the intended outcomes of Expeditions

Student Experience Management and Scheduling

- Ensure students have robust opportunities to explore and deepen their passions- including experiences offered by SPS Expeditions teachers, community partners, virtual partners, internships, and student-led projects
- Support design of Expeditions schedule in collaboration with the Network Director and other Deans of Expeditions

- Build individual student schedules that match them with the best fit experiences during each Expeditions round
- Support mentors with facilitating CNS-aligned reflection pre and post each Expeditions round
- Collaborate with mentors, caregivers, and students to deeply understand students' passions, values, and identity in order to support experience matching

School Culture

- Lead all faculty, staff, students, and parents to support a strong school culture that embraces the mission and vision of the school; provides an engaging and supportive environment; and implement effective strategies to inspire students to implement student culture goals during the Expeditions program.
- Implement effective restorative practices and discipline strategy for students in alignment with school systems during the Expeditions program.

Operations

- Manage student Expeditions scheduling throughout the school year
- Manage systems and processes to support daily attendance and collaborate with Executive Director to ensure school meets student attendance goals during the Expeditions program
- Ensure regular attendance reports are submitted on time, accurately and in compliance during the Expeditions program
- Ensure that site is safe and secure and in compliance during the Expeditions program
- Ensure student incidents are recorded and reported accurately and on time during the Expeditions program
- Ensure that field trips and off-campus experiences are safe and compliant
- Oversee transportation management for field trips and other off-campus activities, in partnership with the Dean of Operations

What You Need:

Key Qualities and Skills

- Bachelor's Degree is required.
- A Teaching Credential in the relevant state is required, as is prior teaching experience.
- Commitment to uphold Summit's values, belief that all children deserve a rigorous and equitable education that prepares them for college and for life.
- Community organizing and/or prior school leadership experience is strongly preferred.
- Prior experience in project and people management is strongly preferred.
- Prior experience with school operations and compliance is strongly preferred.

- Proficiency in Google Platforms, including Google Drive, Google Sheets, Google Docs, and Google Slides.
- Clear health and background check.

Who You Are:

About You

- You maintain high expectations for all students and believe all students can find success in school, college, and life.
- You thrive while collaborating and are excited to work with your colleagues. You find positivity in share successes.
- You possess excellent organizational and project management skills, with an obsession for details.
- You share our vision to reimagine what schools should be and are excited to make an impact on the public education landscape.
- You are positive and resilient in the face of big challenges.
- You take initiative and ownership in driving your work to meet personal and team goals.
- You have an ability to apply honest, actionable, and timely feedback that results in improved performance.
- You possess strong relationship skills, with the ability to motivate, inspire, develop, and communicate with a diverse group of faculty and community members.
- You are empathetic and culturally competent. You're open to having hard conversations.
- You thrive in innovative environments, and are comfortable with the ambiguity that can come with a dynamic and progressive workplace.
- You're committed to continuous improvement, see feedback as a positive, and have a growth mindset.

What you get:

In addition to joining a highly motivated team and engaging in meaningful work, you'll have access to a comprehensive suite of benefits including a retirement plan, unlimited "take what you need" PTO policy, 11 paid holidays, and 3 weeks of organization-wide closures during the year. You and your dependents will have access to multiple health, dental, and vision plans at 25% cost (we cover the other 75%) and employee life and disability insurance at no cost. Our compensation policy strives to be equitable and transparent. The salary for this position starts at $103, 663 and goes up to $122, 635 commensurate with experience and qualifications. Summit is an equal opportunity employer. We believe that diversity, equity, and inclusion are directly intertwined with education. We are ALL better when we are able to bring our whole selves to work and honor each other's voices across identities, cultural backgrounds, and life experiences. We welcome and encourage applications from individuals who are members of historically marginalized communities. Spanish language proficiency is a plus.

Appendix

N

SUMMIT PUBLIC SCHOOLS

2025-26 Comprehensive School Safety Plan

This comprehensive school site safety plan was developed collaboratively with all Summit Public School campuses and reviewed and approved by the Summit Network Leadership Team.

Name	Title	Signature	Date
Felix Li	Chief Operating Officer		08/10/25

This document is to be maintained for public inspection in the Summit Public Schools home office during regular business hours.

EMERGENCY CONTACTS

Police / Fire / Ambulance	911
City Police Department (non-emergency)	(408) 277-8900
Fire Department (non-emergency)	(408) 277-8950
School District Office	(650) 257 9880
Gas and Electric Utility: PG&E	(800) 743-5000
City Public Works (water maintenance and repair)	(408) 279-7900 or (408) 277-4036
Child Protective Services	(877) 881-1116
Felix Li, Chief Operating Officer	(202) 821-7684
Jonathan Stewart, Executive Director	(408) 963-9527
Julieta Pomares, Dean of Operations	(408) 679-8229
Jackie Ibarra, Office Manager	(408) 203-1849

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.

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Appendix A: CSSP Compliance Checklist

I. Philosophy, Goals, Objectives

The Summit Public Schools Board of Directors recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The Chief Operating Officer or designee shall oversee the development of a districtwide comprehensive safety plan that is applicable to each school site. The comprehensive safety plan(s) shall be reviewed and updated by March 1 of each year. By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

The school site council at each District school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. (Education Code 32281,32286)

II. Public Access to Safety Plan

The Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

III. CSSP Planning for Staff

1. Make the CSSP available to all staff, and provide additional training as required.

2. 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.

3. Assign teachers in a "buddy system" to assist each other during any disaster.

4. 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.

IV. CSSP Planning for Families

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.

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 to come to the school site after an earthquake to assist in other areas such as Search and Rescue Teams, etc.

V. COVID-19 and School Safety

A. In response to COVID-19, schools will follow all CDC guidelines for prevention.

B. If an infected person has been in a school building, schools will follow the CDC school guidance.

VI. Threat Assessment: Current Status of Crime at School & Related Functions

In drafting this plan, the School Leadership Team assessed the status of school crime at the school and at school-related functions. The committee reviewed the prior school year's data on office referrals, attendance rates, suspensions and expulsions, and local law enforcement juvenile crime data to assess threats to the campus community. The findings from that threat assessment were implemented into the current school year's safety plan.

A. Ongoing Threat Assessment. Ensuring sites are safe, and stay safe over the year, is critical to providing a healthy learning environment for students and staff. To ensure ongoing safety, Summit will perform inspections to evaluate site safety.

B. Safety Inspections. The objective of these inspections will be to identify safety needs, Current Status of School Crime, and inform actions that must be taken, and, ultimately, hold Summit accountable to the safety promise we make to students, families, teachers and other members of the community.

VII. Child Abuse Reporting Procedures

A. Obligations of Mandated Reporter

1. `Mandated Reporters of child abuse or neglect include all school/district employees, administrators, and athletic coaches. (California Penal Code Section 11165.7 / Washington: RCW 26.44.030)

2. All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect.

    a) It is not the job of the mandated reporter to determine whether the allegations are valid.

    b) If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made.

    c) No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

    d) School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect.

B. Identification of Child Abuse and Neglect

1. Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential sign

2. Child Abuse and/or Child Neglect Can Be Any of the Following:

    a) A physical injury inflicted on a child by another person other than by accidental means.

    b) The sexual abuse, assault, or exploitation of a child.

    c) The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.

    d) The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

3. One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

4. Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

C. Warning Signs of Emotional Abuse in Children

1. Excessively withdrawn, fearful, or anxious about doing something wrong.

2. Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).

3. Doesn't seem to be attached to the parent or caregiver.

4. Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums

D. Warning Signs of Physical Abuse in Children

1. Frequent injuries or unexplained bruises, welts, or cuts.
2. Is always watchful and “on alert” as if waiting for something bad to happen.
3. Injuries appear to have a pattern such as marks from a hand or belt.
4. Shies away from touch, flinches at sudden movements, or seems afraid to go home.
5. Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days

E. Warning Signs of Neglect in Children

1. Clothes are ill-fitting, filthy, or inappropriate for the weather.
2. Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
3. Untreated illnesses and physical injuries.
4. Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
5. Is frequently late or missing from school

F. Warning Signs of Sexual Abuse in Children

1. Trouble walking or sitting.
2. Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
3. Makes strong efforts to avoid a specific person, without an obvious reason.
4. Doesn’t want to change clothes in front of others or participate in physical activities.
5. A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
6. Runs away from home.

G. Warning Signs in Parents/Guardian

1. Shows little concern for the child.
2. Denies the existence of-or blames the child for-the child's problems in school or at home.
3. Asks teachers or other caretakers to use harsh physical discipline if the child misbehaves.

4. Sees the child as entirely bad, worthless, or burdensome.
5. Demands a level of physical or academic performance the child cannot achieve.
6. Looks primarily to the child for care, attention, and satisfaction of emotional needs.

H. Warning Signs in the Parent/Guardian and the Child

1. Rarely touch or look at each other.
2. Consider their relationship entirely negative.
3. State that they do not like each other.

I. Reporting Suspected Cases of Child Abuse

1. To submit a report, an employee must contact the appropriate county child welfare agency (CPS) and/or local law enforcement listed below. If necessary, CPS will contact local law enforcement. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school, although it's important to notify managers when contacting CPS or local law enforcement. An appropriate agency may be one of the following:
    a) A Police or Sheriff's Department (not including a school district police department or school security department)
    b) A County Probation Department, if designated by the county to receive child abuse reports
    c) A County Welfare Department/County Child Protective Services
2. The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete them.
3. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE)
4. Note: School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglects
    a) School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine if there are additional steps that must be taken. These policies do not take the place of reporting to an appropriate local law enforcement or county child welfare agency

J. Rights to Confidentiality and Immunity

1. Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment

K. Consequences of Failing to Report

1. California: A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a $1,000 fine (California Penal Code Section 11166[c]).

L. After the Report is Made

1. The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

M. Child Protective Services

1. The Child Protective Services (CPS) is the major organization to intervene in child abuse and neglect cases. Existing law provides for services to abused and neglected children and their families.

N. Additional Resources for Child Abuse Reporting

1. Resources for Parents: Trustline

2. Resources for Faculty & Admin:

    a) CA Child Abuse Mandated Reporter Training
    b) CA Child Protective Services

VIII. Emergency Drills

A. Requirements (CA Schools)

1. All schools are required to complete earthquake and fire drills once per semester, and a lockdown drill once per year.

2. At least one drill per year should be completed in collaboration with local fire and/or law enforcement agencies.

3. Schools must maintain a record of the date, time, and type of each drill.

IX.

X. Emergency Preparation

A. Supplies

1. The following list addresses classroom kits, supplies for the whole school and Search & Rescue gear recommended by American Red Cross.

    - Leather Work gloves
    - Latex gloves: 6 pairs
    - Safety goggles: 1 pair
    - Small First Aid kit
    - Pressure dressings: 3
    - Crow bar
    - Space blankets: 3
    - Tarp or ground cover
    - Student accounting forms (blank)
    - Student emergency cards
    - Buddy classroom list
    - Pens, paper
    - Whistle
    - Student activities
    - Duct Tape: 2 rolls (for sealing doors and windows)
    - Scissors
    - Suitable container for supplies (5-gallon bucket or backpack)
    - Drinking water and cups (stored separately)
    - Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
    - Portable radio, batteries or other communication system
    - Flashlight, batteries
    - Push broom (if classroom includes wheelchairs)

B. Earthquakes

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.

C. Fire Drills

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.

D. Evacuations

1. Prepare evacuation plan of school site. Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
2. Conduct a full-scale evacuation drill annually.

E. Chemical Accident

1. Prepare shelter-in-place map of school site

F. General

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. Correct or remove hazards identified in your area by the hazard assessment of the school site.
4. 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.
5. Participate fully in all emergency drills.
6. Know your buddy assignment and coordinate with your buddy teacher.
7. Become certified in First Aid and CPR through the Red Cross.
8. Become prepared to perform your Emergency Team assignments in the event of an earthquake.
9. Annually train on identifying potential opioid overdose and administering Naloxone, review storage location of Naloxone, and review school procedure.

G. Lockdown/Active Shooter

1. Equip each door with working lock
2. Install and/or inspect campus communication system, e.g., PA, walkie talkies

3. Install and/or inspect window coverings
4. Conduct drill once annually

H. Pandemic

1. Connect with your local board of education and health department to review or develop a pandemic plan for your community.
2. Create an emergency communication plan for your school.
3. Share plans with staff, parents, and students.
4. Support flexible attendance and sick leave policies for students and staff.
5. Develop a monitoring system to alert the local health department about large increases in absenteeism.
6. Identify strategies to continue educating students if schools close.
7. Plan ways to continue student services (such as, meal and social services) if schools close.

I. Adaptations for Students and Staff with Disabilities

Emergency plans for students and staff with disabilities are developed in accordance to guidance from ADA technical assistance website.

a. Students and Staff with Mobility Limitations

If a student or staff member with mobility limitations is unable to exit the building using the stairs follow the steps listed below:

1. The person with mobility impairment should go to (or ask for assistance getting to) the nearest area of evacuation assistance.
2. Areas of evacuation assistance vary from building to building, therefore the staff member responsible for safe building evacuation must ensure that these areas are identified in building/department evacuation plans and that all students and staff in the building are aware of their locations.
3. Close the door to the area of evacuation assistance to protect from fire and smoke exposure.
4. Staff with mobility limitations should contact a member of the campus leadership team to report their location. If unable to reach a campus leader, that staff person should dial 911 immediately upon entering the area of evacuation assistance to inform emergency personnel of their location. They should remain on the line with 911 until they are evacuated.

Students or Staff providing assistance to a person with a mobility limitation should follow these guidelines:

1. Ask if assistance is needed.
2. Do not attempt to lift a person out of a wheelchair. Serious injury may occur from such attempts.
3. If a person with mobility impairment is unable to use the stairs and elects to await evacuation by emergency personnel, escort them to an area of evacuation assistance.
4. Assist the person in calling 911 if requested.
5. Upon leaving the building notify campus leadership or emergency personnel on site of the location of the person awaiting evacuation or call 911.

b. Students and Staff Who Are Blind or Visually Impaired

Students or Staff who are blind or have a visual impairment should anticipate exiting the building following a pre-designated evacuation route.

1. This route may be different from the most familiar path of travel.
2. Students or Staff who are blind or have a visual impairment should not hesitate to ask for assistance in evacuating the building.
3. Students or staff with visual impairments should be familiarized with the evacuation routes in the buildings they regularly occupy so that in the event of an emergency the path of travel is not wholly unfamiliar.

Students or Staff who provide assistance to a person who is blind or has a visual impairment should:

1. Ask if assistance is needed. If so, offer an elbow and provide guidance along the evacuation route. This may be especially helpful if there is debris or a crowd. Do not grasp the arm of the person being assisted.
2. Give oral instructions about the safest route or direction using directional terms and estimated distances.
3. Explain where you are going and what you are doing while escorting the person out of the building

c. Students or Staff who are Deaf, Hard of Hearing or Have Other Communication Barriers

1. If a person appears to be unaware of the need for immediate evacuation or uncertain about what to do use the following guidelines:
2. Stay calm. Get their attention by touch or eye contact. Ask if you can help. State the problem clearly and simply including the need to leave the building immediately. Gestures and pointing are helpful. Be prepared to write a brief statement or draw a simple picture if the person does not seem to understand your visual cues.

3. Offer visual instructions to designate the safest route or direction by pointing toward exits or evacuation maps.

4. Offer to escort them from the building.

d. Access to medications, refrigeration and back up power

1. The campus leadership team, with support from the Office Assistant, will ensure that all medications and supplies that require refrigeration or back up power are secured in a cool storage or evacuated to the nearest power source.

XI. Emergency Response Procedures

A. Earthquakes

1. **During an Earthquake**

(a) **If indoors:**

1. 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".

2. DROP to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.

3. COVER under or near desks, tables, or chairs in a kneeling or sitting position.

4. HOLD onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes.

(b) **In halls:**

1. stairways, or other areas where cover is not available, move to an interior wall.

(c) **In library:**

1. Immediately move away from windows and bookshelves. Take appropriate cover.

(d) **In laboratories:**

1. all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals, which may spill.

(e) **In the multi-use room:**

1. take cover under the tables or move close to the interior walls away from windows.

2. School staff should check for injuries and assess the general safety of the room.

(f) **If outdoors:**

1. Move to an open space, away from buildings, trees and overhead power lines.

2. Lie down or crouch low to the ground (legs will not be steady). Put your head down and cover the back of your neck with your hands.

3. Keep looking around to be aware of dangers, which may demand movement.

4. Do not enter buildings until it is safe to do so.

5. School staff should check for injuries

(g) **Additional Notes:**

1. Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.

2. 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 a whistle and phone to call for help.

3. Teachers should be organized in a "Buddy System". If one teacher is injured, the buddy teacher (the teacher next door) should evacuate both classes according to the earthquake evacuation procedure.

2. **After an Earthquake:**

(a) **Before evacuating the building after an earthquake, consider the following:**

1. There may be dangers outside of the building, which you must consider before evacuating the students.

2. There may be no safe assembly area in the immediate vicinity.

3. 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

4. The lighting inside the building will probably be out; it will be dark. Before evacuating students, do the following

    a. Assess the situation. Coordinate with your Buddy teacher.

b. Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with other staff to have them cleared of dangers.

c. Determine if the assembly site is safe. If not, select an alternative assembly site.

d. If wires are down, they should be avoided.

e. Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.

f. Don't forget to consider students with disabilities as you determine your evacuation routes.

g. After you have determined it is safe to do so, proceed with the evacuation of the school building.

B. Evacuation of School Building:

1. Faculty will evacuate students from the building (see Evacuation Map/Route).
2. Take class roster and assure that all students are accounted for.
3. Take the emergency bag(s).
4. If safe to do so, check to be sure all students have left the school building.
5. Students are not to be left unattended at any time during the evacuation process.
6. School staff should remain with their students and help to calm them
7. Upon arrival at a prearranged safe site (according to the evacuation map), take roll and report attendance to the Executive Director/designee immediately.
8. Notify police and fire (dial 911) if you have trapped, missing and injured individuals
9. Staff should provide appropriate care to any injured students.
10. Notify utility companies and SPS Facilities if a gas smell is present or if the power goes out.
11. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the director/designee.
12. 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.
13. If it is determined school buildings are safe to re-enter (by the school director), school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.

C. Fire

1. **Fire on School Campus**

   (a) **Dean of Operations will:**

      1. Call 9-1-1
      2. Activate fire alarm
      3. Notify the school Executive Director & Deans

   (b) **Faculty will:**

      1. Supervise evacuation according to the Emergency Evacuation Plan posted at every classroom
      2. Take the emergency bag(s).
      3. Take attendance clipboards and take roll at evacuation meeting point,
      4. Close doors upon evacuating
      5. Report missing students to the Dean of Operations
      6. Report ALL students present and accounted for to Dean of Student Operations by using red/blue/green placard

   (c) **Office Assistant will:**

      1. Open necessary gates for emergency vehicles.
      2. Re-occupy buildings when ordered to do so by the Fire Department.

2. **Fire Adjacent to School**

   (a) Dean of Operations will:

      1. Call 9-1-1
      2. Activate the fire alarm
      3. Notify the Executive Director and Deans
      4. Evacuation only if instructed by 911 operator
      5. Re-occupy buildings when ordered to do so by Fire Department
      6. Ensure that all are accounted for after evacuation and upon returning to campus.

D. Threatening Individuals

1. **LOCKDOWN / BARRICADE** is implemented when the imminent threat of violence or gunfire is identified on the campus, or the school is directed to do so by law enforcement. During

LOCKDOWN / BARRICADE, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom

a. During a LOCKDOWN / BARRICADE, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns, including COVID-19 safety procedures.

b. LOCKDOWN / BARRICADE: requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by law enforcement or school administrator who will unlock the door from the outside with keys.

c. During a LOCKDOWN / BARRICADE use common sense thinking under duress; do what must be done to best ensure survival of students and staff

- ➔ If it is possible to safely get off campus with students, take that action immediately (Run)
- ➔ If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide)
  - ◆ Once a room is secured, no one is allowed to enter or exit under any circumstances
- ➔ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

2. RUN / ESCAPE / GET OFF CAMPUS:

a. Only attempt this if confident the suspect(s) is not in the immediate vicinity
b. Safely get off campus; find a position of cover or safe place for assembly
c. Guide/encourage others you might encounter on the way to follow you to safety
d. Call 911 immediately to report location and request emergency services if necessary
e. Once in a safe place – stay there

3. HIDE / LOCKDOWN / BARRICADE:

a. Clear all hallways; get students and staff inside immediately
b. Lock and close the door and barricade with heavy objects
c. Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard.
d. Direct all those in the room to remain still and quiet; turn off/silence cell phones
e. Instruct students to stay out of sight as much as possible. Relocate against the wall least visible to the outside and out of sight of intruder.
f. DO NOT OPEN THE DOOR FOR ANYONE. Law enforcement and/school administrators will use keys to unlock door and clear the room.
g. If there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
h. If unable to find cover inside a secure room, quickly seek out a hiding place on campus

i. Remain in the classroom or secured area until further instructions are provided by school administration or law enforcement. Do NOT call office to ask questions; school administration will send out periodic updates as much as possible

4. **FIGHT / DEFEND:**
   a. If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
   b. Fighting back is NOT an expectation, merely one option for a last resort response
   c. There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
5. **LOOK, LISTEN, AND LEAVE: FIRE ALARM**
   a. If site alarm is triggered during Lockdown/Barricade, always respond with caution and
   b. LOOK and LISTEN for unusual or violent activity before initiating an evacuation LEAVE.
      i. LOOK - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
      ii. LISTEN - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
      iii. LEAVE - only after determining it is safe to do so, direct students to leave the room toward the predetermined evacuation spot
6. **IF STUDENTS ARE OUT OF CLASS AT TIME OF LOCKDOWN / BARRICADE:**
   a. Move students to the nearest available safe classroom, building, or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
   b. Do not chase students who run. Let them go.
   c. Do not go into rooms that cannot be secured and offer no way out
   d. Follow LOCKDOWN/BARRICADE protocols as much as possible given the space you are in,
   e. If safe to do so, contact your Dean of Operations or Executive Director to document your whereabouts as well as any students/staff under your supervision. If off campus, consider calling 911 if you cannot reach the DOO or ED.
   f. Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by DOO/ED or law enforcement
7. **ADDITIONAL CONSIDERATIONS**
   a. Signaling a lockdown/barricade
      i. Speak loud and clear over mass communication system (e.g. PA, walkie talkie).
      ii. For schools with no PA system, use the bullhorn kept at the front desk. If shooter is in that location, shout signal loudly.
      iii. LOCKDOWN…..pause…….LOCKDOWN…….pause……..LOCKDOWN.
      iv. All Summit staff who hear signal, repeat signal
      v. Repeat three times loudly and slowly
      vi. The person who calls LOCKDOWN then needs to call 911 immediately, this person will stay on the line with 911.
      vii. Make sure word gets out after this – by group text to teachers.

   b. Sounding the All Clear

      i. In the event that a lockdown was called inadvertently, or law enforcement determines that it can be resolved without evacuation, the all clear signal will go out.

ii. Should be performed by the Executive Director or Dean of Operations.
iii. Signal is: ALL CLEAR……..pause…..ALL CLEAR……pause…..ALL CLEAR.
iv. Any other signal should be ignored and students/teachers should remain in place.
v. Coordinate with local police dept., so they know this code and procedure.

c. Preparing in Advance

i. Experts agree that practice is critical – in emergency situations, people mostly revert to whatever they have been trained to do.
ii. Local police are normally very happy to assist with training, and to practice on-site responses at weekends
iii. Preparation is key; as is keeping it simple. Quick, automatic reactions can save lives.

E. Bomb Threat

1. There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object

2. Threats should be handled quickly and efficiently as if they were real and life threatening. Danger may be imminent. Emergency responders need as much for warning as possible.

3. In all cases:

(a) Notify Executive Director immediately

(b) Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”.

(c) Caution students/staff against picking up or touching any strange objects or packages.

(d) Never use devices that transmit radio frequencies such as cellular phones or walkie-talkie**s** as the frequencies may set off an explosive device(s): remind everyone of this.

(e) If the Executive Director determines the need to evacuate, staff follows emergency procedures previously described.

(f) Before emergency crews are on campus, do <u>not</u> search for any bomb, or explosive. Search only for people who should be evacuated.

(g) Evacuate building using primary and alternate routes. Take emergency bags. Check to be sure all students have left the building.

(h) Upon arrival at the designated safe site, take roll. Notify the Executive Director/designee and emergency response personnel of any missing students.

(i) Do not return to the building until emergency response officials determine it is safe. However, authorities may ask a staff member to accompany emergency

responders to assist in pointing out any suspicious/unfamiliar objects or packages.

F. Explosion

1. Immediately after an explosion

   (a) Instruct students to duck and cover. Call 911

   (b) Immediately alert people near the area of the explosion and evacuate the area.

   (c) Bring class rosters and evacuation route maps with you.

   (d) If the automatic fire alarm has not been activated, activate the building fire alarm system by pulling the handle on a manual pull station.

   (e) When you have arrived to the designated area of evacuation take roll and immediately notify your Executive Director of any missing students.

   (f) Take care of any wounds or injuries

   (g) Notify Dean of Student Operations and any emergency personnel about the students or staff members that are missing.

2. If students are indoors:

   (a) Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.

   (b) Turn away from glass windows.

   (c) Take cover under a desk or table or against an interior wall.

   (d) Cover head with arms of hold to the cover.

   (e) Hold the position until directed to evacuate the building.

   (f) Staff will follow the emergency procedures previously described.

3. If students are outdoors:

   (a) Move away from buildings, poles and overhead wires.

   (b) Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.

   (c) Look out for dangers that demand movement.

   (d) Staff to follow emergency procedures previously described.

G. Chemical Accident

1. The major threat from this kind of situation is toxic fumes and/or contact with skin.

    (a) Small Spills

        1. Incidents may result from the improper handling or storage of hazardous materials or accidental spill of school chemicals at the school site. If the spill presents no hazard to occupants, small spills may be contained and cleaned by site/school personnel that are familiar with the hazards and properties of the material spilled. Proper Personal Protective Equipment (PPE) should be worn whenever handling spilled materials (the type of personal protection varies depending on the material, but should always include appropriate hand and eye protection).

        2. Response Guidelines:

            a. Evacuate the immediate area and inform others that you will be cleaning a spill

            b. Wash off any materials that have spilled on you or others, unless otherwise indicated on the SDS.

            c. Rinse affected area for a minimum of 15 minutes and remove all affected clothing

            d. Put on appropriate gloves and protective eyewear

            e. Locate spill kit or spill clean-up materials appropriate for the material spilled

            f. Place spill debris (including absorbents, etc.) into a container compatible with the product spilled and securely close the container

            g. Do not directly handle broken glass associated with the spill.

            h. Use brush and dustpan and place broken glass into puncture resistant container such as a stiff cardboard box (unless material spilled reacts with organic materials), sturdy plastic, or in-tact glass vessel that can be closed and will not leak

            i. Label and store container of debris along with other compatible waste until ready for pick up by Environmental Services

            j. Dispose of gloves and thoroughly wash hands

    (b) Large Spills:

        1. Incidents can occur when trucks, trains, or pipelines are damaged resulting in the release/spill of chemicals at or near the school site. Seek assistance (ESD - Environmental Services Department) for clean-up of toxic materials, oxidizers, shock sensitive chemicals, air or water reactives, or most spills greater than a pint. Seek assistance whenever you are unfamiliar with the properties of the material spilled.

2. Response Guidelines:

    a. Immediately evacuate the area

    b. Call 911 if the spill presents a hazard

    c. Wash off affected body parts in emergency shower and remove any contaminated clothing

    d. Wash affected body parts for a minimum of 15 to 20 minutes using tepid water (if affected, hold eyes open over eyewash for 15 minutes)

    e. Seek follow-up medical attention (provide a copy of the SDS - Safety Data Sheet for the medical care provider)

    f. Seek immediate medical attention for students or personnel that may have ingested material or received a cut from contaminated media

    g. If safe to do so, cover or berm-off potentially affected drains

    h. Shut down air handler as appropriate

    i. Secure and restrict access to affected room and surrounding affected area

    j. Do not allow re-entry by untrained personnel

    k. Provide response personnel with information about the spill:

        i. Product name and/or chemical formula and CAS number

        ii. SDS (Safety Data Sheet)

        iii. Amount spilled

        iv. When and where spill occurred

        v. Length of time release occurred (if released from equipment)

        vi. Names of affected people (those potentially exposed) and contact information

        vii. Actions taken upon discovery

H. Opioid Overdose:

1. Identify symptoms of a potential overdose:

    (a) Unresponsive
    (b) Shallow, slow, and/or gurgled breathing
    (c) Pinpoint pupils
    (d) Skin clammy

(e) Skin color change, especially around lips or cuticles (turning bluish-purple or grayish or ashen depending on skin tone)

2. Call for help. One adult stays with the person, and one adult retrieving Naxolone from the Main Office (stored securely with AED) and alerting school administration
3. Check if the person is responsive by shouting, tapping the bottom of their foot, or rubbing their sternum
4. Gently lay the person on their back and yell, “I’m going to Narcan you!”
5. Tilt the person’s head back and administer one dose of NARCAN by inserting it into their nostril
6. Call 9-1-1 and tell the operator “I have someone who is non-responsive and need an ambulance”
7. If there is no response in 2-3 minutes, administer the second dose of NARCAN by inserting it into the other nostril
8. If the person does not begin to breathe on their own, begin rescue breaths and chest compressions until help arrives.
9. Once the person begins breathing on their own, place them in the rescue position to avoid vomit aspiration: lying on their left side, bottom arm underneath their head, and top knee bent forward

I. General Chemical Emergency Procedures:

1. Building Evacuation:

(a) If a decision is made to evacuate, use the appropriate evacuation procedures.

(b) Indicate the location of the hazard.

(c) Evacuate students away from the location of the chemical problem.

(d) Move everyone uphill/upwind from the situation. Wind and water can quickly transport hazardous materials.

2. Shelter**:** If the decision is made to Shelter-in-Place.

(a) Assemble in designated Areas-of-Refuge that will provide temporary and relatively safe shelter from the hazardous material(s)

(b) Consider shutting down the building air handling system.

J. Air Pollution & Gas Leak

1. Air Pollution

(a) Have a record on hand of any staff members or students who have any respiratory health issues.

(b) Be in close contact with district office or be in the look out for any smog advisories.

(c) Immediately notify those staff members or students with respiratory health issues to stay in doors and minimize any strenuous activities for the day.

(d) If the decision is made to Shelter-in-Place:

1. Consider shutting down the building air handling system.

2. Assemble in designated Areas-of-Refuge that will provide temporary and relatively safe shelter from the hazardous material(s).

2. Gas Leak

(a) The person detecting the odor of natural gas will:

1. Notify the Dean of Operations and Executive Director

2. Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).

(b) The Dean of Student Operations will:

1. Immediately call 9-1-1 and notify the Fire Department, providing:

a. building address,

b. site name,

c. description of the odor,

d. and location of the odor.

2. If ordered to do so, evacuate the building.

3. If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the Fire Department.

4. Notify Summit's Facilities/Real Estate Team

K. Hazard Assessment of School Site

1. 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:

(a) Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.

(b) Proximity of high voltage power lines.

(c) Proximity to fault lines

(d) Likelihood and possible effects of flooding

(e) Likelihood and possible effects of wildland fire.

(f) Likelihood and possible effects of severe weather.

(g) Probable safety areas for evacuation, after an earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.

(h) Locations of interior hanging fixtures on ceilings, etc. such as fluorescent lights.

(i) Locations of windows, particularly those near doorways.

(j) Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.

(k) Stability of water heaters.

(l) Security of AV equipment, computers, TV monitors, aquariums, etc. from motion during an earthquake.

L. Pandemic

a. Put your plans into action, as needed.

b. Track student absenteeism due to flu-like symptoms.

c. Encourage students and staff to practice healthy behaviors (for example, staying home when they’re sick, covering their coughs and sneezes, and washing their hands often).

d. Provide supplies (such as tissues and soap).

e. Clean frequently touched surfaces and objects (such as computers and door knobs).

f. Designate a room and transportation for sick students and staff.

L. Family Reunification

1. After all emergency events, schools will prioritize family reunification when safety is guaranteed for both students and their family members.

2. Schools will select a safe, accessible reunification location near school grounds.

3. Reunification location and scheduling will be communicated to families via phone and text message.

XII. Emergency Response Teams

A. Staff Instruction

1. School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff must follow the guidance and direction from the Executive Director or Deans of Operation and seek technical assistance from State and Federal agencies and industry where appropriate.

2. The most important part of the school emergency plan is to account for all students, communicate 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.

3. Remember to be prepared to be isolated for 72 hours

B. Roles & Responsibilities

1. Executive Director

    (a) Calls and communicates with emergency agencies (e.g. fire and police departments)

    (b) Works with emergency services personnel and keeps officials informed of the situation. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)

    (c) Responsible for Initial sweep of corridors, auditorium, bathrooms, and outdoor areas for students

    (d) Leads and provides First Aid

    (e) Coordinates faculty search and rescue teams

    (f) Takes steps deemed necessary to ensure the safety of students, staff, and other individuals.

    (g) Determines whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.)

    (h) Arranges for transfer of students, staff, and other individuals when safety is threatened by a disaster.

    (i) Determines when it is safe to re-enter school (ends drills)

    (j) Assumes overall direction of all incident management procedures based on actions and procedures.

2. Dean of Operations / Office Assistant

    (a) Responsible for Initial sweep of corridors, auditorium, bathrooms, and outdoor areas for students

    (b) Brings emergency contact info and records to designated emergency meeting area

(c) Take a first-aid kit to “safe” area and organize first aid and medical supplies.

(d) Provides/administers first aid or emergency treatment as needed

(e) Assists with health incidents as needed, acting as messengers, etc.

(f) Coordinates initial head count with attendance

(g) Manages and tracks the dismissal of students (keep records)

(h) Ensures that all power, fuel, and water mains have been shut off

(i) Answers phones and assists in receiving and providing consistent information to callers

(j) Executes assignments as directed by Executive Director/Deans

3. Teachers

(a) Maintain classroom safety resources and keep them clearly visible

(b) Evacuate the classroom along the predetermined or safest route to the “safe” area. Teachers on prep: help with initial sweep of building.

(c) Direct students in their charge to inside or outside assembly areas, in accordance with signals, warnings, written notifications coming from Executive Director/Deans

(d) Supervise students under their charge and determine appropriate supports for any students with disabilities in the event of emergency (see Safety Plan for guidance)

(e) Give appropriate actions command during an incident

(f) Take attendance when class is relocated to an outside or inside assembly area or evacuates to another location

(g) Communicate attendance with Executive Director and Dean of Student Operations

(h) Obtain first aid services for injured students and notify Dean of Student Operations

(i) Execute assignments as directed by Executive Director/ Deans

XIII. Use of School Grounds for Public Welfare

A. Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. The school shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community’s needs. (Education Code 32282)

B. In an emergency, local officials may tell the public to seek safe shelter or “shelter-in-place.” Shelter-in-place means to stay inside or go in the nearest building when a disaster strikes. It is a way to stay as safe as possible until the emergency is over where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same things as going to a shelter in case of a storm.). Shelter-in-place means selecting a small, interior room, with no or few windows and taking refuge there. It does not mean sealing off your entire school. If you are told to shelter-in-place, follow the instructions below.

C. Chemical, biological or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect students and staff. Because the information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday. The important thing is to follow instructions of local authorities and know what to do if they advise you to shelter-in-place

D. How to Shelter-in-Place at School

1. Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.

2. If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.

3. Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school’s listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.

4. Ideally, provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.

5. If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.

6. If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave.

7. Provide directions to close and lock all windows, exterior doors and any other openings to the outside.

8. If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.

9. Have employees familiar with your building’s mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for

exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.

10. Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.

11. Select interior rooms, above the ground floor, with the fewest windows or vents. The rooms should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or if the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms and even a gymnasium without exterior windows will work well.

12. It is ideal to have a hard-wired telephone in the rooms you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Keep in mind that cellular telephone equipment may be overwhelmed or damaged during an emergency.

13. Bring everyone into the room. Shut and lock the door.

14. Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents into the room.

15. Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.

16. Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community

E. Local officials on the scene are the best source of information for your particular situation. Following their instructions during and after emergencies regarding sheltering, food, water and clean up methods is your safest choice

F. Remember that instructions to shelter-in-place are usually provided for durations of a few hours, not days or weeks. There is little danger that the room in which you are taking shelter will run out of oxygen and you will suffocate.

XIV. School Policies & Procedures

A. Procedures to Notify Teachers of Dangerous Pupils

1. A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any dangerous acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

2. A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

3. An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars ($1,000), or both.

4. Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher

B. Maintaining a Safe and Orderly Environment Conducive to Learning

Summit categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different faculty response. Here is a summary of the behavior levels and the appropriate teacher responses:

Level	Response	Description
Level 1	Redirect	● A student causes a minor disruption to the learning environment. ● The teacher quickly redirects the student to meet the expectations.
Level 2	Reflect	● A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection. ● The teacher reestablishes the focus of the class and schedules time to reflect with the student on his/her decisions and behavior.
Level 3	Reach out	● A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection. ● The teacher refers the student to the office and reestablishes the safety and focus of the class. ● The administrator reflects with the student and plans next steps, including communication with families and mentors.
Level 4	Reset	● A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. ● The teacher refers the student to the office and reestablishes the safety and focus of the class. ● The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.

The process for responding to Level 4 behaviors is the most nuanced, complex, and personalized. While suspension and expulsion may be considered for Level 4 behaviors, sometimes they are not chosen as the best strategy to meet the outcomes listed above. Depending on the situation, the school director may lead a family conference, a restorative circle, or some other plan for the student to understand and then restore his/her impact on the community.

C. School-Based Threat Assessment

1. Summit is committed to providing a safe and secure learning environment for students and staff. This policy establishes a school-based threat assessment program to provide for timely and methodical school-based threat assessment, management, and response to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school.

2. Threat assessment best occurs in school climates of safety, respect, and emotional support. Student behavior, rather than a student's demographic or personal characteristics will serve as the basis for a school-based threat assessment.

3. The threat assessment process is distinct from student discipline procedures.

4. **Structure of Threat Assessment Teams**

    a. The Network Leadership Team will establish and ensure the training of a multidisciplinary, multi-agency threat assessment team to serve schools. It might include:

        1. Counseling
        2. Law enforcement
        3. School administration
        4. Teachers
        5. Special education teachers

5. **Function of Threat Assessment Team**

    a. Identifies and assesses the behavior of a student that is threatening, or potentially threatening, to self, other students, staff, school visitors, or school property.

    b. Gathers and analyzes information about the student's behavior to determine a level of concern for the threat. The threat assessment team may conduct interviews of the person(s) who reported the threat, the recipient(s) or target(s) of the threat, other witnesses who have knowledge of the threat, and where reasonable, the individual(s) who allegedly engaged in the threatening behavior or communication.

    c. Determines the nature, duration, and level of severity of the risk and whether reasonable modifications of policies, practices, or procedures will mitigate the risk.

    d. Communicates lawfully and ethically with each other, school administrators, and other school staff who have a need to know particular information to support the safety and well-being of the school, its students, and its staff.

    e. Reports its determination to the superintendent or designee. Depending on the level of concern determined, the threat assessment team develops and implements intervention strategies to manage the student's behavior in ways that

promote a safe, supportive teaching, and learning environment, without excluding the student from the school.

6. **Data Collection, Review and Reporting**

    a. Data related to the school-based threat assessment program complies with Summit's standard monitoring requirements, processes, and guidelines.

D. Tactical Response Plan

All portions of the comprehensive safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, include steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s). These steps have been developed in accordance with Education Code 32281 and are included in the Disaster Response Procedures section of this plan

1. **General Crime Reporting**
   All members of the campus community are urged to immediately report crimes, suspicious actions, fires, or other emergencies occurring on the campus to a member of the campus leadership team. In an emergency or a crime in progress call staff will be directed to contact the Executive Director and 911.

2. **Response to a Reported Crime**
   If a crime is reported on campus, a member of the campus leadership team will contact local law enforcement and the guardian of the student involved. Police officers will take the required action to investigate the crime, search for suspects, collect available evidence, file a report, and work with local prosecutors (if necessary). All reported crimes will also be reviewed by campus leadership to determine if action is required in accordance with the Student Handbook.

3. **Off Campus Safety and Security**
   Campus leadership will partner with the local law enforcement department that has primary jurisdiction in the areas surrounding the campus and will communicate (if contacted) on any incidents occurring off campus when a Summit student is involved.

4. **Crime Log**
   The campus office will maintain a log of crimes and incidents that occur on campus and that is accessible to the public upon request. This information includes the nature of the crime or fire, the date of incident, the date reported, time, general location, and disposition (if known). In order to protect an ongoing criminal investigation or the identity of a victim, campus leadership and law enforcement may classify information as confidential and prohibit its release.

5. **Strategy to Care for Students Who Witnessed a Violent Act at Any Time**
   Summit Public Schools recognizes that students exposed to potentially traumatic experiences (like violent acts) often demonstrate emotional and behavioral difficulties that dramatically interfere with their ability to engage in school.

   To care for students who have witnessed a violent act, campus leadership will do the following:

    a. Assess the situation. The Executive Director will meet with staff to prepare the postvention response, to determine how many students may have been impacted by the act and how large the scale of response should be.

b. Share information. If the act occurred on campus, the campus leadership team will call a staff meeting to share known details and write a statement for staff members to share with students. The statement should include the basic facts, recognition of the trauma the event may have caused, and information about the resources available to help students cope with the effects of the event.
c. Initiate support services. Students identified as being impacted by a violent event on campus may be assessed by a school employed mental health professional to determine the level of support needed. The Executive Director will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, the Executive Director will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

E. Discrimination, Harassment, Intimidation, Bullying, and Cyberbullying

Summit Public Schools believes all students have the right to a safe learning environment. Discrimination, Harassment, Intimidation, Bullying, and Cyberbullying are disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment.

Summit prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

All members of the Summit community are required to report any infraction or suspicion of infraction to the school directors. Summit will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner.

All Summit staff are encouraged to pursue training in bullying prevention.

F. Visitor Policy & Access to Campus

Summit Public Schools welcomes visitors to our schools. We are also committed to the security of our sites. To help ensure the well-being of our students and staff, visitors must comply with the following requirements and procedures. Visitors include any person who is not a Summit student, Summit employee, or registered volunteer.* They include families, non-registered volunteers, community members, vendors and service providers, and other partners.

1. School sites will post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements.

2. Immediately upon entering any school building or grounds, visitors will report their presence and reason for visiting the school to the front office.

3. Visitors will provide proof of identification, e.g., driver's license, and sign in using a log that is kept at the front desk. Logs shall be kept on file for the full school year.

4. An office staff member will provide identification, e.g., visitor badge, to be used by all visitors at all times while on school premises. The visitor will make this identification visible at all times during the visit.

5. Visitors will engage with students and faculty respectfully in ways that maintain community and do not interrupt teaching and learning.

6. At the time of departure, visitors will sign out on the log at the front desk.

7. Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

8. Employees should at all times watch for strangers on school premises. Employees who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered. Employees and volunteers should immediately inform school leaders of any visitor who refuses to comply with registration requirements.

9. Non-Summit students who are visiting Summit [school] for events such as prom or dances are required to have completed, signed, and turned in a guest verification form prior to the event.

    * Registered volunteers are volunteers who are on site 2-3 times every week and have LiveScan and TB clearance.

Visitors who violate the policies outlined above will be directed to leave the premises. If they refuse, they will be ejected. Summit Public Schools reserves the right to pursue a civil or criminal legal action against any person violating the code, and the discretion to determine what constitutes a violation.

Appendix A: Compliance Checklist (REQUIRED)

✔ The Comprehensive School Site Safety Plan (CSSP) was collaboratively developed by a school site council:
Jonathan Stewart, Executive Director Julieta Pomares, Dean of Operations Michelle Maa, Dean of Curriculum & Instruction Janne Nguyen, Community Engagement Manager Jackie Ibarra, Office Assistant
✔ The CSSP was reviewed by local police and fire departments, and a final version was provided to them.

Name	Agency	Signature	Date

✔ The CSSP was presented for public opinion, or avenues for family feedback are available.
✔ The CSSP has been approved by the Summit Public Schools COO.
✔ All staff members have been provided with and trained on the CSSP.
✔ The CSSP is available for public inspection.

Compliance Timeline

Date	Task	Owner
August 1	CSSP is drafted	School site
October 1	Begin annual review of CSSP	School site
December 1	CSSP updated and adopted; provided to Summit Public Schools	School site
January 1	CSSP approved by Chief Operating Officer	Home Office
March 1	CSSP submitted to authorizers	School site

Appendix

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Last updated 4/29/25

SUMMIT PUBLIC SCHOOLS
TITLE IX SEX-BASED NONDISCRIMINATION POLICY AND GRIEVANCE PROCEDURES

Purpose and Overview

Summit Public Schools ("School") does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, including in admission and employment, as required by Title IX of the Education Amendments of 1972 ("Title IX"), a federal law, and its 2020 implementing regulations. Discrimination on the basis of sex is also a violation of state laws and a violation of this Policy. School considers sex-based discrimination to be a major offense which can result in discipline of students and employees, including and up to expulsion of students and/or termination of employees.

This Title IX Sex-Based Nondiscrimination Policy and Grievance Procedures ("Policy") provides a grievance process for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating in or attempting to participate in the School's education program or activity, or by the School's Title IX Coordinator, alleging any action that would be prohibited by Title IX.

Discrimination on the basis of sex (also called sex-based discrimination or sex discrimination) under Title IX includes discrimination on the basis of sex stereotypes, sex characteristics, and pregnancy or related conditions.[1] Sex-based harassment is a form of sex discrimination prohibited by Title IX and means sexual harassment and other harassment on the basis of sex as defined in 34 C.F.R. § 106.2 and Section I of the Grievance Procedures below.

State Legal Requirements

Under California and Washington law, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs.

The definitions of discrimination on the basis of sex under state law and under Title IX (federal law) overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender or sex are eligible to be investigated pursuant to School's Uniform Complaint Procedures and Discrimination Complaint Procedures pursuant to state law. However, complaints alleging conduct that constitutes sex discrimination under Title IX, including a complaint of retaliation interfering with any right or privilege secured by Title IX, are investigated under the Title IX Grievance Procedures set forth herein. School prohibits

[1] On January 9, 2025, the court in Tennessee v. Cardona (E.D. Ky., No. 2:24-cv-00072) vacated the 2024 Title IX regulations and reinstated the 2020 regulations, thereby removing sexual orientation and gender identity from Title IX's ambit. Nevertheless, Summit **has not wavered** in its commitment to nondiscrimination on these bases, and will comprehensively investigate any such allegations in accordance with its uniform complaint (CA) and discrimination complaint (WA) processes, which provide equivalent protection to alleged victims as Title IX.

retaliation, including peer retaliation, against anyone who files a discrimination complaint or any participant (or anyone who refuses to participate) in the complaint investigation process.

Sex Equity in Education Act Statement

Students have the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and the right to be provided with an equitable opportunity to participate in all academic extracurricular activities.

For more information about Gender Equity/Title IX in California, please visit the following CDE website: https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp
For more information about Gender Equity/Title IX in Washington, please visit the following OSPI website:
https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights/resources-school-districts-civil-rights-washington-schools/discriminatory-and-sexual-harassment

Title IX Grievance Procedures for Sex Discrimination

I. Scope of Title IX

These Title IX grievance procedures apply only to *complaints* (defined in Section IV below) alleging *sex discrimination*, including *sex-based harassment*, in the School's education programs or activities.

Sex discrimination includes discrimination on the basis of sex stereotypes, sex characteristics, or pregnancy or related conditions.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including:

1. *Quid pro quo harassment*, defined as an employee, agent, or other person authorized by School to provide an aid, benefit, or service under School's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct.
2. *Hostile environment harassment*, defined as unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from School's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    a. The degree to which the conduct affected the complainant's ability to access School's education program or activity;
    b. The type, frequency, and duration of the conduct;
    c. The parties' ages, roles within School's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

d. The location of the conduct and the context in which the conduct occurred; and
e. Any other sex-based harassment in School's education program or activity.

3. *Specific offenses*, including sexual assault, dating violence, domestic violence, or stalking as those terms are defined in 34 C.F.R. § 106.2.

II. Title IX Roles

School has designated the following individual as its Title IX Coordinator to coordinate School's compliance with Title IX, including coordination of the investigation and resolution of complaints of sex discrimination as outlined in this Policy:

List available at Summit's website, here

The Title IX Coordinator may designate other individual(s) to fulfill all or part of their duties, but the Title IX Coordinator identified above retains ultimate oversight to ensure School's consistent compliance with Title IX. The Title IX Coordinator is also responsible for monitoring School's education program or activity for barriers to reporting information about conduct that reasonably may constitute sex discrimination under Title IX, and taking steps reasonably calculated to address such barriers.

In addition to the Title IX Coordinator, the following Title IX roles are involved in the grievance process to address complaints:

- *Investigator*: The individual responsible for gathering all evidence related to the complaint.
- *Decisionmaker*: The individual responsible for evaluating evidence in order to determine whether sex discrimination occurred. The Decisionmaker may be the same person as the Title IX Coordinator and/or Investigator.
- *Title IX Appeals Officer*: If applicable, this individual is responsible for evaluating an appeal of a dismissal of a complaint or an appeal of the final determination. The Title IX Appeals Officer cannot be any individual involved in the dismissal of the complaint or the investigation of the complaint.

All Title IX roles (i.e., Title IX Coordinator(s) and any designee(s), Investigator(s), Decisionmaker(s), Appeals Officer(s), and any person who facilitates an informal resolution process), as well as all School employees, will receive training in accordance with Title IX requirements. Any person designated as a Title IX Coordinator, Investigator, Decisionmaker or Appeals Officer must not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

III. Reporting Information About Conduct that May Constitute Sex Discrimination

School requires all employees to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX. In addition, any other individual (e.g., a student, volunteer, or parent/guardian of a student) should report conduct that reasonably may constitute sex discrimination directly to the Title IX Coordinator, or to any other available School employee who shall immediately inform the Title IX Coordinator. Reports of information can be made in person, by mail, by telephone, by

electronic mail, or by any other means that result in the Title IX Coordinator receiving the information.

IV. Complaints of Sex Discrimination

A *complaint* is an oral or written request that School investigate and make a determination about alleged discrimination under Title IX. School encourages the use of the enclosed Title IX Complaint Form.

The following persons have a right to make a complaint of sex discrimination, requesting that the School investigate and make a determination about alleged discrimination under Title IX:

- A *complainant,* meaning a student, employee, or other person who was participating or attempting to participate in the School's education program or activity, who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX;
- The Title IX Coordinator after making the determination described in 34 C.F.R. § 106.44(f)(1)(v); or
- With respect to complaints of sex discrimination other than sex-based harassment, any student, employee, or any other person who was participating or attempting to participate in the School's education program or activity at the time of the alleged sex discrimination.

When a complaint is initiated, the person who is alleged to have violated the School's prohibition on sex discrimination is referred to as the *respondent.*

V. School's Initial Response to Conduct that May Constitute Sex Discrimination

When the Title IX Coordinator is notified of conduct that reasonably may constitute sex discrimination under Title IX, the Title IX Coordinator (or designee(s)) will take the following actions. These actions are taken regardless of whether a complaint is initiated:

1. Treat the complainant and respondent equitably.

2. Contact complainant to offer and coordinate *supportive measures*.

    a. *Supportive measures* means individualized measures to protect the complainant's safety, and/or to restore or preserve access to their School education program or activity. Supportive measures are offered as appropriate, as reasonably available, and without unreasonably burdening a complainant or respondent. Supportive measures are not punitive or disciplinary. The School will not disclose information about supportive measures to persons other than the person to whom they apply, unless necessary, subject to the exceptions in 34 C.F.R. § 106.44(j)(1)-(5).
    b. Supportive measures may include, but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; administrative leave or leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of

whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.[2]

c. If a complaint has been initiated, the Title IX Coordinator will offer and coordinate supportive measures, as appropriate, for both complainant and respondent.

3. Determine whether there is a need for *emergency removal*.

   a. *Emergency removal* allows the Title IX Coordinator to determine, based on the facts, that the respondent needs to be removed from the educational program or activity to prevent any further sex discrimination and/or maintain the safety of students, staff, or other persons. Emergency removal requires the Title IX Coordinator to:
      i. Perform an individualized safety and risk analysis;
      ii. Make a determination that there is an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination that justifies the removal; and
      iii. Provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

   If the respondent is a student, the School is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions, including laws regarding students with disabilities.[3]

4. Notify the complainant, or if the complainant is unknown, the individual who reported the conduct, of the School's grievance procedures.

5. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the School's education program or activity.

If a complaint is made, the Title IX Coordinator will initiate the grievance procedures (or informal resolution process if available and appropriate and requested by all parties) and notify the respondent of the School's grievance procedures and informal resolution process. If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more of the student's IEP team members to ensure compliance with the requirements of the Individuals with Disabilities Education Act ("IDEA").

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, the Title IX Coordinator will determine whether it is appropriate to initiate a complaint of sex

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[2] The Title IX Coordinator is responsible for implementing the supportive measures. If a party believes that the supportive measures provided are inconsistent with the requirements under Title IX, or if circumstances change materially, the party may seek review of the supportive measures from an appropriate and impartial School employee designated by the Title IX Coordinator. The impartial employee must be someone other than the employee who made the challenged decision. The impartial employee shall have the authority to modify or reverse the decision.

[3] If the respondent is an employee, respondent may be placed on administrative leave during the complaint investigation without following the emergency removal process described above.

discrimination themselves based on the factors in 34 C.F.R. § 106.44(f)(1)(v). If the Title IX Coordinator themselves initiates a complaint, they will notify the complainant prior to doing so and appropriately address reasonable concerns about the complainant's safety or the safety of others, including by providing supportive measures.

VI. Evaluation of Complaint; Informal Resolution Process

If a complaint is made, the Title IX Coordinator will determine whether it raises allegations that fall within the definition of sex discrimination under Title IX.

School may consolidate multiple complaints where the allegations of sex discrimination arise out of the same facts or circumstances.

At any time after a complaint has been filed, but before reaching a determination regarding the allegation, the School may offer an *informal resolution process* (such as restorative justice or mediation) to the complainant and respondent.[4] Participation in informal resolution is voluntary. Before initiation of an informal resolution process, School will provide written notice to the parties as required under 34 C.F.R. § 106.44(k)(3). The facilitator for the informal resolution process must not be the same person as the Investigator or the Decisionmaker.

VII. Dismissal of Complaint

Under certain circumstances, a complaint may be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than **ten (10) school days** from the date the complaint is made. A complaint may be dismissed for any of the following reasons:

1. School is unable to identify the respondent after taking reasonable steps to do so;
2. The respondent is not participating in School's education program or activity and is not employed by School;
3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint under 34 CFR section 106.44(f)(1)(v), and School determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
4. School determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint under this paragraph, School must make reasonable efforts to clarify the allegations with the complainant.

Written Notice of Dismissal: If the Title IX Coordinator dismisses the complaint, they must notify the complainant of the basis for the dismissal and that the dismissal may be appealed in accordance with the procedures described in the "Appeals" section below. If the respondent was already notified of the allegations, the Title IX Coordinator must also promptly notify the respondent of the dismissal, the basis for the dismissal, and that the dismissal may be appealed.

[4] The informal resolution process is not available where the complainant alleges that an employee engaged in sex-based harassment of a student or when such process would conflict with federal, state, or local law.

Alternative Resolution Procedure: If the Title IX Coordinator determines another School procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall state School's intent to investigate the complaint through that grievance procedure.

VIII. Investigation and Written Decision

If the Title IX Coordinator does not dismiss the complaint, School will follow the below investigation process and issue a Written Decision. School will endeavor to complete its investigation and issue a Written Decision within **sixty (60) calendar days of receipt of the complaint**. The timelines provided herein may be extended by School for good cause and with notice to the parties stating the reason for the delay.

The School presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance process.

Throughout the below process, the School will take reasonable steps to protect the privacy of the parties and witnesses, so long as such steps do not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses, consult with their family members, confidential resources, or advisors, or otherwise prepare for or participate in the grievance process.

1. Send Written Notice of Complaint

The Title IX Coordinator must provide the parties (complainant and respondent) with a *Notice of Complaint*. The Title IX Coordinator will endeavor to provide this Notice within **ten (10) school days of receipt of the complaint**. The Notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting sex discrimination with sufficient details known at the time, including, but not limited to, the identities of the parties, alleged conduct, and date(s) and location(s) of the alleged conduct; (3) a statement that retaliation is prohibited; (4) a statement that the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of the evidence; and (5) a statement that if the parties are provided a description of the evidence, the parties are entitled to an equal opportunity to access to the relevant and not otherwise impermissible evidence upon request.

2. Investigator Conducts Investigation

The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses and assessing their credibility, as well as reviewing relevant evidence. The Investigator will exclude (i.e., will not access, consider, disclose, or otherwise use) impermissible evidence under 34 C.F.R. § 106.45(b)(7). The burden is on the School to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The Investigator will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that is relevant and not otherwise impermissible.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the relevant (and not otherwise impermissible) evidence, either by providing the evidence itself or a description of the evidence as described in 34 C.F.R. § 106.45(f)(4). The parties will have a period of at least **ten (10) calendar days** to review and respond to the evidence. The Investigator will remind the parties that any information about another party, witness, or other individual obtained solely through the grievance process is confidential and any unauthorized disclosures are prohibited.

4. Decisionmaker Issues Written Decision

The Decisionmaker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and will endeavor to issue the Written Decision within **sixty (60) calendar days from the receipt of the complaint**. If the Decisionmaker is not the same person as the Investigator, the Decisionmaker will, at this point in the process, be able to question parties and witnesses to adequately assess a party's or witness's credibility, to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. Credibility determinations must not be based on a person's status as a complainant, respondent, or witness. The Decisionmaker will issue a Written Decision to both parties simultaneously. The Decisionmaker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). If the Decisionmaker is not persuaded under the applicable standard that sex discrimination occurred, whatever the quantity of the evidence is, the Decisionmaker must not determine that sex discrimination occurred. The Written Decision will include all of the following:

a. The Decisionmaker's determination whether sex discrimination occurred under Title IX;
b. The rationale for such determination; and
c. The School's procedures and permissible bases for a party to appeal the decision.

5. Remedies

If School determines that sex discrimination occurred, School will provide remedies to the complainant and other persons whose equal access to School's education program or activity was limited or denied by the sex discrimination, as appropriate. This may include supportive measures. The Title IX Coordinator must also take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within School's education program or activity.

Remedies for sex-based harassment may also include, but are not limited to: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion, including notification to complainant of any such disciplinary sanctions. When an employee is found to have committed sex-based harassment, School will take appropriate disciplinary action, up to and including termination, in accordance with School's policies and as permitted by law.

IX. Appeals

Either party may appeal School's Written Decision, or its dismissal of a complaint or any allegation in the complaint, within **five (5) calendar days of the decision**. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the determination whether sex-based harassment occurred or dismissal was made; or
3. The Title IX Coordinator, Investigator, or Decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

Upon receipt of an appeal, School will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decisionmaker or Investigator) shall issue a written decision of appeal, including the rationale for the result, to both parties. The Title IX Appeals Officer will endeavor to issue their decision within **thirty (30) calendar days from the receipt of the appeal**.

X. Record Keeping

School will maintain the following records for a period of seven (7) years:

1. For each complaint of sex discrimination, records documenting the informal resolution process and/or investigation, and the resulting outcome;
2. For each notification the Title IX Coordinator receives of information about conduct that reasonably may constitute sex discrimination under Title IX, records documenting the actions the School took to meet its obligations under Section V of this Policy; and
3. All Title IX training materials.

Title IX Complaint Form

Instructions: This form can be completed to request that Summit Public Schools ("School") investigate and make a determination about alleged discrimination under Title IX. Please complete the information below. Should you need additional space or would like to provide documentation to support the allegations in the complaint, you can attach those to this complaint form. If you have any questions, please contact School's Title IX Coordinator listed below.

Contact Information and Complainant's (Victim) Information

Full Name of Person Filing the Complaint: _____
Address: _____
Phone: _____ Email: _____
Complainant's (Victim) Full Name (if different from above): _____

Respondent's (Accused) Information

Respondent's Full Name: _____

Is the accused a School student? ☐ No ☐ Yes
If yes, what is the student's grade and relation to complainant: _____

Is the accused a School staff member? ☐ No ☐ Yes
If yes, what is the staff member's relation to the complainant (e.g., teacher)?_____
If no, what is the accused's affiliation to School? _____

Details of Complaint

Date of the Alleged Incident(s): _____Location of Alleged Incident(s): _____

Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.

_____
_____
_____
_____
_____
_____
_____
_____

Did the sex discrimination occur at School or during a School activity? If so, please describe:

_____
_____

Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe:

_____
_____
_____
_____
_____
_____

List the individuals involved in the relevant incident(s):

List any witnesses to the incident(s):

Acknowledgements

By submitting this form to the School Title IX Coordinator, I wish to initiate School's Title IX Grievance Procedures.

Signature of Complainant

Date

Once you have completed this form, please submit it to the Title IX Coordinator:

Summit Public Schools - Everest
Angel Barragan Executive Director
Summit Public Schools Everest
455 5th Ave
Redwood City, CA 94063
Phone: (650) 366-1050
Email: abarragan@summitps.org

Summit Public Schools - K2 Middle School
Christian Cabrera Executive Director
Summit Public Schools K2 Middle School
1800 Elm Street
El Cerrito, CA 94530
Phone: (510) 374-4093
Email: ccabrera@summitps.org

Summit Public Schools - K2 High School
Meg Lee Executive Director
Summit Public Schools K2 High School
1800 Elm Street
El Cerrito, CA 94530
Phone: (510) 374-4093
Email: mlee@summitps.org

Summit Public Schools - Prep
Alisa Gonzales Executive Director
Summit Public Schools Prep
890 Broadway St.
Redwood City, CA 94063
Phone: (650) 556-1110
Email: mthompson@summitps.org

Summit Public Schools - Shasta
Chelsea Watts Executive Director
Summit Public Schools Shasta 905 Campus Dr.
Daly City, CA 94015
Phone: (415) 799-4719
Email: cwatts@summitps.org

Summit Public Schools - Tahoma
Jonathan Stewart Executive Director Summit Public Schools Tahoma
285 Blossom Hill Road
San Jose, CA 95123
Phone: (408) 729-1981
Email: jstewart@summitps.org

Summit Public Schools - Tamalpais Middle School
Eric Dillie Executive Director

Summit Public Schools Tamalpais
3020 Hilltop Mall Road Richmond, CA 94806
Phone: (510) 374-4185
Email: edillie@summitps.org

Summit Public Schools - Tamalpais High School
Jackie Wilson Executive Director
Summit Public Schools Tamalpais
3020 Hilltop Mall Road Richmond, CA 94806
Phone: (510) 374-4185
Email: jwilson@summitps.org

Summit Public Schools - Sierra
Andrew Crook Executive Director
Summit Public Schools Sierra 1025 S. King St Seattle, WA 98104
Phone: 206-453-2520
Email: acrook@summitps.org

Summit Public Schools - Olympus
Tiffany Reynolds Executive Director
Summit Public Schools Olympus 409 Puyallup Tacoma, WA 98421
Phone: 253-444-9781
Email: aclarke@summitps.org

Summit Public Schools - Atlas Middle School
Andrea Klein Executive Director
Summit Public Schools Atlas 9601 35th Ave SW
Seattle, WA 98126
Phone: 253-987-1535
Email: aklein@summitps.org

Summit Public Schools - Atlas High School
Dan Effland Executive Director
Summit Public Schools Atlas 9601 35th Ave SW
Seattle, WA 98126
Phone: 253-987-1535
Email: deffland@summitps.org

Summit Public Schools Home Office (ultimately responsible for all Title IX coordination)
Jonathan Ferrer Director of Human Resources
780 Broadway Redwood City, CA 94063
Phone: (650) 257-9880
Email: hr@summitps.org

Appendix

P

Summit Tahoma Student Recruitment Plans - 2026

(Provided to SCCOE on July 10, 2026)

The following individuals have been identified as responsible parties:

Name	Title	CAP Responsibility
Jonathan Stewart	Executive Director	Oversight and SCCOE liaison
Julieta Pomares	Dean of Operations	Recruitment, enrollment, and CRM implementation, data tracking, reporting, and dashboard management
Jady Lynn Garcia	Special Projects Manager	Community outreach and family engagement

Access and Outreach to All Families

Summit Tahoma is committed to ensuring that all families in its community regardless of language, background, or prior familiarity with charter schools or non-neighborhood schools have a genuine opportunity to learn about and apply to our school.

Recruitment Infrastructure

Summit Tahoma commits to: maintaining and continuously improving its recruitment and outreach infrastructure to reach prospective families at every stage of the enrollment decision.

Summit Tahoma has already made significant investments in this area including the use of a customer relationship management system. A prior engagement with a professional enrollment consultant upskilled Summit Tahoma's team, expanded the geographic catchment area for recruitment, and identified where the school-age population is concentrated in the surrounding area. Summit Tahoma notes that the surrounding community has experienced demographic shifts and a decline in the school-age population following the pandemic, which are dynamics that affect enrollment regardless of outreach effort.

Community Outreach Events

Summit Tahoma commits to: conducting proactive, culturally responsive outreach in the communities it serves, at times and locations convenient to families in the region.

Summit Tahoma's 2025–26 outreach schedule reflects this commitment in practice. Recent events include: Mercadito (January 2026); First Friday Tea – Santa Teresa Library (February 2026); Family Storytime and Zumba for Kids – Edenvale Library (February 2026); Lion Dance – Edenvale Library (February 2026); Women's Heritage Day – History Park (March 2026); Discovery Multicultural Fair (March 2026); Discovery Holi Celebration (March 2026); Sciencepalooza – SJSU (April 2026); Viva Calle SJ – Escuela Popular (April 2026); Cinco de Mayo Festival – Plaza de César Chávez (May 2026); AANHPI Community Event – History Park (May 2026); and Spring Fun Fair, Scout-o-Rama, and Rockin' ROMO Party (May 2026).

These events engage multicultural communities in the region and are held on weekends and evenings at libraries, parks, schools, and other neighborhood gathering spaces across San José to ensure they are accessible to all. Summit staff and volunteers support outreach at each event, and translation services are available to support multilingual families.

Application Materials and Language Access

Summit Tahoma commits to: ensuring that application and informational materials are available in the primary languages spoken in the San Jose area, including English, Spanish, Vietnamese, Mandarin, and Cantonese, with translation services available for additional languages. Hard copies of applications and informational materials will be available at Summit Tahoma, at each informational meeting, and at community locations throughout the service area.

Website and FAQ Accessibility

Summit Tahoma commits to: reviewing and updating its website and FAQ materials on an ongoing basis to ensure language is clear, welcoming, and accessible to all prospective families. Summit Tahoma already conducts this review and welcomes the opportunity to continue evaluating its materials as part of this Plan.

Application Assistance

Summit Tahoma commits to: continuing to provide on-site application assistance and informational sessions at times convenient to working families, including evenings and weekends. Staff will assist families in completing applications and enrollment paperwork after admission.

Elements

1. **Continual Feedback:** Summit Tahoma is committed to incorporating feedback from SCCOE to ensure alignment.
2. **Mid-Year Progress Review:** Summit Tahoma will meet with the Director of SCCOE's Charter Schools Department to review outreach and open enrollment progress by March of each year.
3. **Annual Report:** Summit Tahoma will provide SCCOE a written report of its outreach analysis and any proposed plan updates on an annual cadence. by May 31 each year during the charter term.

Admissions and Transparency Practices

Summit Tahoma is committed to full transparency in its admissions practices and to ensuring that all families have fair and equal access to Summit Tahoma.

Admissions Preferences

Summit Tahoma commits to: reviewing its admissions preferences from time to time as needed to determine whether any modification is appropriate.

Summit Tahoma's current lottery preferences are: (1) children of current Summit Public Schools employees and founders of Summit Tahoma, up to 10% of enrollment; (2) siblings of currently enrolled students or Summit Tahoma graduates residing within District boundaries; (3) students residing within the attendance boundaries of the public school where Summit Tahoma is located; (4) students residing within the boundaries of the District; (5) siblings of enrolled students residing outside District boundaries; and (6) all other students.

Preferences two through four draw from students residing within the District's boundaries, which would result in enrollment from the same population the District serves. It is unlikely that modifying lottery preferences will produce a meaningful demographic shift, as the preferences already direct the lottery toward the District's own school-age population. Any demographic difference between Summit Tahoma and the District reflects who applies instead of who receives a preference.

Most importantly, because Summit Tahoma is currently under-enrolled with available seats at multiple grade levels, admissions preferences are largely theoretical. No student is being turned away and no preference is acting as a barrier to entry. Nevertheless, Summit Tahoma commits to reviewing preferences from time to time as appropriate. Summit Tahoma is not modifying its existing admissions preferences at this time.

Seat Announcements and Enrollment Transparency

Summit Tahoma commits to: announcing the number of available openings by grade level prior to the open enrollment period each year as needed, publishing this information on Summit Tahoma's website as needed, and informing SCCOE in writing of any increase in announced seats and the reason for the increase.

Summit Tahoma does not currently announce seats by grade level because seats are currently available at every grade. There is no lottery being run and no seats being withheld.

Summit Tahoma commits to: admitting students for all announced open seats until they are filled or no eligible applicants remain. This is fully consistent with current practice and with the Charter Schools Act.

Staff and Volunteer Training on Free Schools Guarantee

Summit Tahoma commits to: providing training to all staff, volunteers, and parent organizers on the requirements and prohibitions of the free schools guarantee and Education Code Section 49010, and to prohibiting any communications that imply donations or volunteerism are required or have any impact on a student's enrollment or continued participation.

Summit Tahoma will continue to communicate that volunteering and donations are not required and have no impact on enrollment. Summit Tahoma notes that there is no documented history of any family raising volunteer or donation obligations as a barrier to enrollment, and will take care to present this disclaimer in a way that informs without creating confusion where none previously existed.

<u>Annual Review and Reporting</u>

Summit Tahoma commits to: Sharing updated information with SCCOE, on a mutually agreed to annual cadence, drawn from our internal dashboards as we are tracking inquiries, applications/intent to enroll forms, and conversation rates. This quantitative data, alongside the qualitative information from the Dean of Operations who leads engagement with prospective families, helps us identify what strategies and channels are working and where adjustments are needed. Enrollment outcomes are a valuable data point, but do not provide a full picture of school recruitment.

Summit Tahoma cautions that key demographic information, including race and ethnicity, disability status, and socioeconomic status, for enrolled students may be subject to a lag until students enroll and complete required state forms. The most accurate demographic snapshot is therefore the CALPADS October census report. As a result, the May 31 report will reflect

prior-year CALPADS data rather than the current enrollment cycle. In addition, until our school reaches capacity we continue to accept intent to enroll forms and enrollments. As we noted above, the addition of even four students can swing data by a full percentage point, which means that the reported data will remain subject to fluctuations.

School Culture and Community Engagement

Summit Tahoma is committed to fostering a school culture that is welcoming, inclusive, and reflective of the diversity of the community it serves.

Diversity and Belonging Programs

Summit Tahoma commits to: Continuing to welcome families from all backgrounds, with multiple opportunities for student and family engagement; and continuing to develop our practices with feedback from our students and caregivers.

Family Engagement and Representation

Summit Tahoma commits to: actively recruiting families from underserved and underrepresented groups to participate in school governance and family engagement structures.

Appendix

Q

Application

Application Preview

Note: **guardian information** is collected separately from this application.

Please complete the information below and your intent to enroll will be submitted to your schools of interest.

Student General Information

First Name

Middle Name

Last Name

Student Residence

Street address, P.O. box, c/o

Apartment, Unit, Suite Number

City

State/Province/Region

ZIP/Postal Code

Racial / Ethnic Identification (Optional)

Is the student Hispanic or Latino/a? ○ Yes ○ No

Please select up to 5 race or ethnicities you identify as:

☐ American Indian or Alaska Native ☐ Asian Indian ☐ Black or African American ☐ Cambodian

☐ Chinese ☐ Filipino or Filipino American ☐ Guamanian ☐ Hawaiian ☐ Hmong ☐ Japanese

☐ Korean ☐ Laotian ☐ Other Asian ☐ Other Pacific Islander ☐ Samoan ☐ Tahitian ☐ Vietnamese

☐ White / Caucasian

Siblings

Does the student have a sibling currently attending a Summit School? * ○ Yes ○ No

Sibling Name

Select Grade

School Attending

Sibling's Date of Birth

Month Day Year

Does the student have a sibling who has graduated from a Summit School? * ○ Yes ○ No

Sibling Name

School Graduated From

Date of Graduation (approximate date)

Month Day Year

(For Staff) How did the family provide you the details to fill out this application? *

Additional Information and Intent to Enroll

Other Summit Schools

Has this student ever attended another Summit Public School, either currently or in the past? *

○ Yes ○ No

Discovery

How did you hear about Summit Public Schools? (select all that apply) *

- [ ] Principals, teachers, or faculty at other schools
- [ ] Friends, family, colleagues (not Summit faculty)
- [ ] Parent, student, or alumni of a Summit school
- [ ] Nonprofit or other community organization
- [ ] Presentation at your current school
- [ ] School fair
- [ ] Flyers and posters in local business / organization
- [ ] Mailing/Post Card
- [ ] Google, Yahoo, or other search engine
- [ ] Facebook
- [ ] A principal, teacher, or faculty member from Summit
- [ ] Instagram
- [ ] Twitter
- [ ] Summit website
- [ ] Online ad
- [ ] Information booth at a community event, retailer, or organization
- [ ] Email

Non-Discrimination Policy (California)

No person shall be subjected to discrimination on the basis of 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, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.

For additional information, please review Summit Public School's Non-Discrimination Policy **here (https://summitps.org/policies/student-non-discrimination-policy-summit-public-schools-california/)**.

Acknowledgment

Summit Public Schools are free public schools open to all. Acceptance is not a reflection of academic merit or needs. By signing this form, the family acknowledges that all information provided is correct and indicates meaningful interest to enroll at a Summit Public School. In addition, the family understands that an enrollment offer to a Summit Public School is on a space-available basis. If there are more students expressing intent to enroll than spots available, we will use a random selection process (see school calendars for enrollment offer dates) to determine who will receive a space. Summit Public Schools will e-mail or mail notification of enrollment status to families within one week of the random selection process. If the student chooses not to accept their offer in a timely manner, we will offer that space to another student. Furthermore, the family understands that upon receiving and processing an Intent to Enroll, Summit Public Schools will produce a receipt to the family. If the family does not receive a receipt, it is the responsibility of the student/guardian to secure one.

If you agree with the paragraph above, please select 'I acknowledge' to continue: *

☐ I acknowledge

Edit Delete

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Appendix

R

Restorative Practices

Philosophy

A strong student culture occurs when the expectations are high, clear, and predictable. Students feel capable of meeting this high bar because they know what's expected of them. They have a good sense of what the boundaries are, and they know the consequences if they go beyond them. Though these boundaries may not be the same for every teacher nor the consequences the same for every student or every deviation from the high bar, things are consistent enough that students feel set-up for success in living up to the high expectations, and they feel the system is fair.

Recognizing, celebrating and praising students who live up to the high bar is a great way to demonstrate the desired school culture. Highlighting model behavior should be a focus on our campus, and doing so will result in most of the students striving to follow suit most of the time.

Even with all of the above in place, some students may fall short of our high expectations; some may actively rebel. When students behave in ways that harm the community, logical consequences result. This means emphasizing reflection, empathy and redemption.

Emphasizing reflection, empathy and redemption requires patience. That said, there are techniques that we can use to help students progress in their development on this front. Perhaps the most impactful is ensuring that students hear and understand how their behavior affects others. This happens when people around them use "affective statements" and ask "affective questions" (that is, statements and questions that emphasize the effect that the behavior has). Oftentimes, when students are among those impacted, hearing from them can be the most powerful, for example in Restorative Circles.

Underlying all of this is the notion that interactions between students and teachers must come from a place of respect. This mutual respect is sacrosanct. Students must respect decisions that adults make; adults must separate the deed from the doer and avoid public shaming. A violation of this respect becomes the first thing that must be addressed and restored before other actions are taken.

Faculty Objectives for Restorative Practices

Summit offers training to all faculty on restorative practices during Summer of Summit and throughout the school year, and school leaders offer additional coaching and support throughout the school year as faculty implement restorative practices in their classrooms and with their mentees. The following are the objectives for those trainings and are aligned with the philosophy outlined above.

SECTION 1:
Objective 1A: Faculty will become familiar with affective language and questioning.
Objective 1B: Faculty will get behind a collective discipline philosophy.

SECTION 2:
"A strong student culture occurs when the expectations are high, clear and predictable. Students feel capable of meeting this high bar because they know what's expected of them. They have a good sense of what the boundaries are, and they know the consequences if they go beyond them."

Objective 2A: Faculty will calibrate on and – where applicable – achieve consensus on the boundaries for students.
Objective 2B: Faculty will have been equipped with ideas for logical consequences for potential student behavior.

SECTION 3:
"Mutual respect is sacrosanct… A violation of this respect becomes the first thing that must be addressed and restored before other actions are taken."
Objective 3a: Faculty will achieve consensus on a policy that maintains their authority and respect in the classroom.
Objective 3b: Faculty will be prepared to have really good conversations with kids that will make the implementation of these plans successful.

SECTION 4:
"Oftentimes, when students are among those impacted, hearing from them can be the most powerful, for example in Restorative Circles."
Objective 4: Faculty will become familiar with restorative circles, and practice implementing them.

SECTION 5:
"Recognizing, celebrating and praising students who live up to the high bar is a great way to demonstrate the desired school culture."
Objective 5: Faculty will implement structures, events and/or campaigns that recognize, celebrate and praise students who demonstrate our desired school culture.

Student Objectives for Restorative Practices Workshop

As part of Summit's implementation of restorative practices, Summit faculty have developed several resources for students: lesson plans, lists of explanatory/exploratory content that students can access at any time, and classroom workshops. The following are student objectives for the content and activities:

- Explain the differences between Zero Tolerance practice and Restorative Practices and the rationale for implementing these practices at school sites.
- Explain the benefits of implementing Restorative Practices at school sites on student behaviors, school culture and outreach to families, CMO and community stakeholders.
- Understand theoretical frameworks underlying Restorative Practices.
- Articulate the Restorative Practice implementation process.

Faculty Resources

- *The Institute for Restorative Practices (direct training)*
- *The Little Book of Restorative Justice* (Zehr)
- *The Restorative Practices Handbook* (Costello, Wachtel, and Wachtel)
- "Restorative Justice? What's That?" (Zehr)
- "Restorative Justice: A Working Guide for Our Schools" (Kidde and Alfred)

Appendix

S

SUMMIT PUBLIC SCHOOLS

Suspension and Expulsion Policy (California)

Introduction

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"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter 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 periodic review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy has been prepared to provide due process to all students. The list of offenses and procedures provides 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.

Charter School 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 distributed to students and families 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 Executive Director's ("Executive Director" or "Director") 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.

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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws, including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

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

A. Enumerated Offenses

1. Discretionary Suspension and Expulsion Offenses. Students may be suspended or expelled for any of the following acts when it is determined the pupil committed one of the following offenses, and when either (i) other means of correction are not feasible or have repeatedly failed to bring about proper conduct, or (ii) due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

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 in self-defense.

c) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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.

d) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

f) Committed or attempted to commit robbery or extortion.

g) Caused or attempted to cause damage to school property or private property.

h) Stole or attempted to steal school property or private property.

i) 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. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

j) Committed an obscene act or engaged in habitual profanity or vulgarity.

k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "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 one or more acts committed by a student or group of students as defined in Education Code section 48900.2, 48900.3, or 48900.4, 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 that age, or for a person of that 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 their physical or mental health.
iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
i. A message, text, sound, video or image.
ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
iii. An act of cyber sexual bullying.
(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in

subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

iv. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A student 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.

2. Non-Discretionary Expulsion Offenses: Students must be recommended for expulsion 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, 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 Executive Director or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.

d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.

e) Possession of a destructive device.

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.

If it is determined by the Administrative Panel that a student has brought a firearm or explosive, as defined in Section 921 of Title 18 of the United States Code, onto 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

B. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

   Suspension shall be preceded, if possible, by an informal conference conducted by the Director or the Director's designee with the student and their 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 student shall be informed of the charges against them and, if the student denies the charges, an explanation of the evidence that supports the charges and an opportunity for the student to present their side of the story, in accordance with Education Code section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/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. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

   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.

4. Homework Assignments During Suspension

In accordance with Education Code section 47606.2(a), upon the request of a parent, a legal guardian, or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code section 47606.2(b), if a homework assignment that is requested pursuant to Education Code section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

C. Authority to Expel

As required by Education Code section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled upon the recommendation of a neutral Administrative Panel with the approval of the Chief Executive Officer ("CEO") or their designee. The Administrative Panel should consist of at least three members who are certificated and are not an instructor of the pupil. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

D. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within a reasonable number of days after the Director or designee determines that the pupil has committed an expellable offense.

The Administrative Panel will hear the case, and will make a recommendation to the CEO or their designee for a final decision whether to expel. The hearing shall be held in compliance with all pupil confidentiality rules under FERPA. 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 date of the scheduled 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 and/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.

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

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

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

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

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness 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 entity 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 public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her/their 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.

F. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording or a summary.

G. 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 Administrative Panel 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 CEO or their designee. The final decision by the CEO or their designee shall be made within ten (10) school days following the conclusion of the hearing. The decision of the CEO or their designee is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to their educational program.

H. Written Notice to Expel

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

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

I. Disciplinary Records

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

J. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Summit Public Schools CEO or their designee's decision to expel shall be final.

K. Expelled Pupils/Alternative Education

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

L. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel 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.

M. Readmission

In accordance with Education Code section 48915.2, the Charter School shall not admit a pupil who is serving the term of expulsion for a mandatory expulsion offense from another school district or charter school. If a pupil who is serving the term of expulsion from another school district or charter school for a non-mandatory expulsion offense seeks admission to the charter school, the charter school shall hold a hearing in accordance with Education Code

section 48915.1, to determine whether that individual poses a continuing danger either to the pupils or employees of the Charter School.

The pupil's admission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

N. Special Procedures for the Consideration of Suspension and Expulsion of Students With Disabilities

1. Notification of SELPA

   The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA regarding 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 (which would constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

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

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

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

   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior; and

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct 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 if it 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 in accordance with state and federal law, including 20 U.S.C. Section 1415(k), 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) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert

the procedural safeguards granted under the IDEA 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 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

T

Worksite Employee Handbook

English

Español



Worksite Employee Handbook

trinet

Disclaimer

In accordance with South Carolina Code section 41-1-110, you are advised that **THIS HANDBOOK IS NOT A CONTRACT, EITHER EXPRESS OR IMPLIED.** Your acceptance of this handbook through the TriNet platform constitutes an acknowledgment that you have received and understand this disclaimer.

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Important Notice

At TriNet, we refer to people who are co-employed by TriNet and a TriNet client (your Company) as “worksite employees.” This handbook is for worksite employees, and together with the Terms and Conditions Agreement (TCA), governs the relationship between you and TriNet. See the **Overview of TriNet and the TriNet Platform** section of this handbook for a summary of the TCA.

To distinguish between a client company and TriNet, the phrase “your company” will be used to refer to the client company, and TriNet will be referenced by name and will be in reference to the TriNet PEO company whose name also appears on your wage statements.

It is not possible for this handbook to address every situation that may arise or provide information that answers every question regarding your relationship with TriNet or your company’s relationship with TriNet. Because circumstances change over time, TriNet reserves the right to change any of its offerings, policies, procedures or rules at any time, with or without notice.

TriNet is the single-employer sponsor of its benefit plans, and your company may contract with TriNet to make these benefit plans available to you. If you are eligible to participate in TriNet-sponsored benefits, please refer to the TriNet Benefits Guidebook and Summary Plan Description (the “Benefits Guidebook”) posted on the **TriNet platform** (“the platform”) > Benefits > Benefit Resources > Benefits Guidebook. If you are not eligible to participate in TriNet-sponsored benefits under the TriNet Employee Benefit Plan (“TriNet Benefits Plan”)—either because you do not meet eligibility requirements, or because your company has not contracted with TriNet to make TriNet-sponsored benefits available to you—then references to TriNet-sponsored benefits in this handbook do not apply to you. Nothing in this handbook is a guarantee of benefits coverage under the TriNet Benefit Plan.

In addition, nothing in this handbook is intended to interfere with the rights of any worksite employee to engage in protected concerted activity, either with coworkers or others, or any other rights provided under the National Labor Relations Act (NLRA). This handbook does not prohibit conduct protected under the NLRA.

If you have questions regarding policies within this handbook, please ask your supervisor or manager, or contact TriNet regarding policies related to your relationship with TriNet.

Unless and until superseded by a subsequent TriNet Worksite Employee Handbook, this handbook applies to you regardless of date of hire and supersedes all prior handbooks or policies on the same subjects, except as otherwise expressly provided herein. If any conflict between a policy in this handbook and a policy of your company arises, this handbook shall control unless otherwise agreed upon between your company and TriNet. Contact your manager or an officer of your company if you have questions.

Overview of TriNet and the TriNet Platform

TRINET: WHO WE ARE AND WHAT WE DO

TriNet is a professional employer organization (PEO) that helps its clients administer pay and benefits, among other things.

TriNet clients and worksite employees are affiliated with TriNet through a co-employer relationship. TriNet and each of its clients contractually allocate certain employer responsibilities between each other. While the relationship is active, TriNet is responsible for paying wages as instructed and funded by your company, sponsoring and administering benefits selected by your company (if not carved out), and performing other related HR functions requested by your company. Accordingly, TriNet is your employer of record for certain administrative purposes. However, your company is your employer for other administrative purposes and solely for purposes of managing your day-to-day work life (including, but not limited to, your hiring, hours of work, work schedule, compensation, place of work, working conditions, job duties, supervision, performance, conduct, time off, discipline, termination and other terms and conditions of your job).

Your company may have additional policies and procedures that apply to you that relate to your day-to-day work life. For questions on those policies, please contact your company. For your convenience, your company may have chosen to post some of its own policies on the **platform** > Forms and Policies > Policies > the "Company" folder.

HOW TO CONTACT TRINET

- **TriNet platform:** Log in to TriNet (**login.TriNet.com**) and click Contact TriNet. If you are unable to log in, **watch this short video** or go to TriNet (**login.TriNet.com**) and select one of the following options: Forgot Password, Forgot Login ID, Unlock Account, Login Help.
- **Mail:** Use regular mail where an original document is required, or when other methods of communication are not available. Unless otherwise instructed, please send correspondence to the TriNet corporate address:

  TriNet
  Attn: [Add appropriate department (i.e., Benefits, Payroll, etc.) or TriNet professional]
  One Park Place, Suite 600
  Dublin, CA 94568

THE TRINET PLATFORM

TriNet provides you with a secure internet-based technology platform to address certain HR-related needs. You can access the **platform** via the web or the TriNet Mobile app.

When you were hired by your company, you received TriNet's welcome email which provided information on how to access the platform and the items you must complete:

- **Form I-9:** TriNet uses a secure online process to establish your identity and employment authorization on the Form I-9 as required by federal law. If you are newly hired by your company, Section 1 of the Form I-9 must be completed no later than your first day of work with your company. Section 2 of the Form I-9 must be completed by your company within three business days of your first day of work with your company, per the United States Citizenship and Immigration Services (USCIS) requirements. If you are an existing employee of your company onboarding with TriNet as a worksite employee, you must complete the employment authorization section if applicable to your situation. This secure online Form I-9 process is launched via the platform.

- **Form W-4:** Complete your Employee Withholding Certificate before or on your first day of onboarding with TriNet.

Personal Information: Review and update, if needed, your personal information, including name, home address, mailing address (if different from your home address), email address, telephone number, emergency contact information. It is important that you keep this information up to date to ensure dependable, accurate and timely delivery of your payroll and benefits information.

- **Wage Theft Protection Act (WTPA) Notice:** If applicable, you may be asked to review and acknowledge receipt of a WTPA Notice. This acknowledgment of receipt should be completed before or on your first day of onboarding with TriNet.
- **Electronic Pay Options:** If you decide to set up a direct deposit, complete your banking information with the financial account (or accounts) of your choosing. Alternatively, you may have the option to receive your pay via pay card. For more information, navigate to Money > Pay Options > Request Pay Card on the platform.
- **Benefits Enrollment:** If your company elects to offer benefits and you are an eligible employee under the terms of the plans, access information about TriNet-sponsored benefits, including enrollment information, in the TriNet Benefits Guidebook and Summary Plan Description, and Summaries of Benefits & Coverage (SBCs), and make your plan elections.
- **New Worksite Employee Orientation:** You have on-demand, 24/7 access to the online New Worksite Employee Orientation on the platform. This orientation will provide you with an overview of the services TriNet provides to its customers. You're encouraged to complete the orientation within the first two weeks of your onboarding with TriNet.

Additionally, you have access to the following on the platform:

- View an electronic copy of your wage statements. Historical copies of your TriNet wage statements and up to the four most recent years of Forms W-2 are available online.
- Adjust your payroll tax withholdings.
- Access a Beneficiary Designation Form for additions or changes to your life and AD&D insurance beneficiaries, if applicable.
- Receive and review your total compensation statement, if enabled by your company.
- Access discounts on electronics, apparel, entertainment and much more through the TriNet Marketplace.

If you are a manager and your company has granted you access, the platform provides additional functionality for new hires, terminations, reports, payroll entry and worksite employee administration for your company.

THE TRINET TERMS AND CONDITIONS AGREEMENT

When you first logged into the **platform**, you were asked to read and accept the TriNet Terms and Conditions Agreement (TCA). The TCA contains important information regarding your relationship with TriNet, your use of the platform and online services, and the handling of any disputes arising out of your relationship with TriNet, your employment with your company and related matters. Your acknowledgement and acceptance of the TCA is a condition of your use of the platform and online services and your receipt of TriNet's services.

After you accepted the TCA, you were sent a confirmation email with a copy of the TCA. The confirmation email also contains other important information, including your General Notice of COBRA Continuation Coverage Rights, if you are eligible for TriNet-sponsored health plans offered by your company. Please make sure to read that notice and become familiar with your rights and obligations under COBRA.

EMPLOYMENT AND INCOME VERIFICATION REQUESTS, REFERENCES AND OTHER REQUESTS BY THIRD PARTIES FOR COMPANY INFORMATION

Income or Employment Verification

Instructions and information for obtaining income and employment verifications (including self-generated letters) can be accessed on the platform.

Garnishment and Benefits Inquiries

Garnishment and benefits inquiries may be directed to TriNet.

IF THERE'S A PARTING OF WAYS

The platform remains available after termination of your employment with your company or termination of your relationship with TriNet so you can access necessary information and documents and update your contact details to continue to receive important information from TriNet such as tax forms and notices. The TriNet Mobile app will no longer be available. If you or your company's relationship with TriNet ends for any reason, you will receive further information via U.S. mail on COBRA continuation coverage, if you are eligible for such coverage.

At-Will Employment and Harassment, Discrimination and Retaliation

AT-WILL EMPLOYMENT

Unless prohibited by state law or there is a written agreement to the contrary signed by the Chief Executive Officer and President of TriNet, your relationship with TriNet is "at will." This at-will employment policy means that, in the absence of such an agreement as mentioned above, as a worksite employee you and TriNet have the right to terminate the relationship at any time, with or without cause, and with or without advance notice. Additionally, unless prohibited by state law or there is a written agreement to the contrary between you and your company, your employment with your company is "at will," meaning that you and your company have the right to terminate the relationship at any time, with or without cause, and with or without advance notice. That said, even if your relationship with TriNet ends, that does not necessarily mean that your employment with your company has ended or will end.

No course of conduct, years of service, provision of this handbook or general statement of any sort can change this at-will policy.

Policy Against Harassment and Discrimination and Retaliation

Your company is committed to providing a safe and respectful work environment free from unlawful harassment, discrimination and retaliation. TriNet expects your company to take all reasonable steps to maintain a workplace that fosters positive working relationships.

OVERVIEW

Any form of discrimination and harassment in the workplace is prohibited, including harassment based on sex or any other personal characteristic protected under federal, state or local law.

Your company must take all reasonable steps to prevent and address such behavior in your workplace. This responsibility extends to all persons involved in your company's operations and prohibits unlawful discrimination and harassment by and against worksite employees, interns, job applicants, contingent workers, vendors, others providing services in the workplace pursuant to a contract, clients, volunteers or visitors.

GENERAL GUIDELINES

This policy prohibits discrimination, acts of harassment and any other conduct that creates an intimidating, hostile or offensive work environment, or unreasonably interferes with work performance based on an individual's actual or perceived age, race, physical characteristics historically associated with race (such as natural hair, hair texture, hair type, hair length and protective hairstyles), color, national origin or immigration status, social caste, citizenship, work authorization status or the period of such a status, ancestry, sex, gender (including pregnancy, childbirth or medical condition related to pregnancy, pregnancy outcomes or childbirth), height and weight, reproductive health decision making, gender identity or expression, sexual orientation, religious creed, physical or mental disability, medical condition, genetic information, HIV testing status, status as a victim of a crime of violence (such as domestic, sexual, or gender violence), marital status, familial status, family responsibilities, veteran status, military status, Civil Air Patrol status or any other characteristic protected by federal, state or local law.

This conduct must not be tolerated by your company, regardless of whether it takes place on company premises or off-site, including on the internet, at company-sponsored social events, during business travel, training sessions or conferences.

For purposes of this policy, discrimination on the basis of "national origin" also includes discrimination against an individual because that person holds or presents a state driver's license issued specifically to those who cannot document their lawful presence in the United States. A worksite employee's or job applicant's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law.

Worksite employees who violate this policy are subject to discipline, up to and including termination, by your company. In addition to any disciplinary action your company may take, up to and including termination of employment, offenders may also be personally liable, in the event of litigation, for damages and attorney's fees and other costs of litigation.

SEXUAL HARASSMENT

Your company must provide a work environment that is free from sexual harassment, and TriNet is available to assist your company in this commitment upon your company's request. This policy prohibits acts of harassment and any other conduct that creates an intimidating, hostile or offensive work environment, or unreasonably interferes with work performance, based on sex.

Sexual harassment means sexual advances, requests for sexual favors, and/or physical, verbal and non-verbal conduct or communication of a sexual nature that is unwanted and unwelcome by the recipient. It includes:

- Asking an individual to engage in sexual activity as a condition of their employment.
- Basing employment decisions on an individual's submission to or rejection of such conduct or communication.
- Intending to, creating or perpetuating a work environment that is hostile, intimidating or offensive or unreasonably interferes with an individual's work performance.

Sexual harassment may occur between individuals of the same or opposite sex. Sexual harassment can occur after a consensual relationship has changed so that behavior that was once welcomed by an individual no longer is.

The definition of sexual harassment under this policy is broad and includes other conduct of a sexual nature that is unwelcome and has the effect, whether intended or not, of creating a workplace that is hostile, offensive, intimidating or humiliating. While it is not possible to list all circumstances that may constitute sexual harassment, the following are some examples of conduct or behavior that may constitute sexual harassment:

- Romantic or sexual advances, regardless of if they involve physical touching.
- Leering, whistling or physical touching of another's body.
- Sexual gestures.
- Display of sexually suggestive objects or images.
- Sexually explicit or offensive jokes, stories, cartoons, nicknames, slurs, epithets and other communications of a sexual nature.
- Continuing to ask another individual to socialize after the individual has said no.

OTHER KINDS AND FORMS OF HARASSMENT

In addition to sexual harassment, this policy prohibits all other harassment based on an individual's actual or perceived age, race, physical characteristics historically associated with race (such as natural hair, hair texture, hair type, hair length, and protective hairstyles), color, national origin or immigration status, social caste, citizenship, work authorization status or the period of such a status, ancestry, sex, gender (including pregnancy, pregnancy outcomes, childbirth or medical condition related to pregnancy or childbirth), height and weight, reproductive health decision making, gender identity or expression, sexual orientation, religious creed, physical or mental disability, medical condition, genetic information, HIV testing status, status as a victim of a crime of violence (such as domestic, sexual, or gender violence), marital status, familial status, family responsibilities, veteran status, military status, Civil Air Patrol status or any other characteristic protected by federal, state or local law. This includes behavior that has the purpose or effect of creating an intimidating, hostile or offensive work environment, or has the purpose or effect of unreasonably interfering with an individual's work performance. However, harassment may exist even if the harassed individual's productivity has not declined because of the harassment.

Examples of Inappropriate Behavior That May Constitute Harassment Under This Policy

- **Verbal:** Epithets; derogatory comments, slurs or name-calling; inappropriate jokes, emails or any other form of written communication, comments, noises or remarks; repeated requests for dates, threats, propositions, unwelcome and unwanted correspondence, phone calls and gifts; or other unwelcome attention.
- **Physical:** Assault; impeding or blocking movement; physical interference with normal work or movement; or unwanted and unwarranted physical contact, such as touching, pinching, patting, grabbing, brushing against or poking another employee's body.
- **Visual:** Abusive or patently offensive images (whether in photographs, posters, cartoons, drawings, paintings or other forms of imagery); displaying abusive or patently offensive images, writings or objects; ogling, staring at or directing attention to an employee's anatomy; leering; or sexually oriented or suggestive gestures.
- **Cyberstalking:** Proscribed harassment using electronic communication, such as e-mail, instant messaging (IM) or social media, or messages posted to a website, blog or discussion group.

Proscribed harassment can occur in one-on-one interactions or in group settings. It is impossible to specify every action or all words that could be interpreted as harassment. A single incident of harassing conduct may constitute harassment, and a hostile-work-environment claim will be viewed in light of all relevant circumstances.

PROTECTION AGAINST RETALIATION

This policy prohibits any form of retaliation against a worksite employee or anyone else who makes a good faith complaint of discrimination or harassment or who participates in good faith in an investigation by your company or its agents, or an investigation, proceeding or hearing conducted by a state or federal agency or court. If you believe that you have experienced or witnessed retaliation, you should immediately report your concern to your manager or any other manager or officer of your company. Please consult with your company's policy on how to report complaints. You may also report your concern to TriNet who will then immediately forward your concern to the appropriate company contact for your company to take proper action. Any worksite employee who engages in retaliation will be subject to disciplinary action, up to and including termination of employment, by your company.

REPORTING AND INVESTIGATING DISCRIMINATION, HARASSMENT OR RETALIATION

All worksite employees are encouraged to document any incidents involving discrimination, harassment, and sexual assault as soon as possible. If you believe that you have been subject to or have witnessed conduct that violates this policy, you should immediately report such conduct to your manager or to any other manager or officer of your company. Please consult with your company's policy on how to report complaints. In the event the conduct is reported to TriNet directly by one of the methods noted in the **How to Contact TriNet** section of this handbook, TriNet will immediately report said conduct to your company manager and/or an appropriate company officer for your company to take proper action.

Managers who receive harassment complaints, or learn of or suspect violations of this policy, should immediately report them to the designated contact for such complaints at your company. Failure to do so is a form of misconduct and your company is responsible for taking appropriate remedial and/or disciplinary action, up to and including counseling, suspension, or termination of employment, against supervisory or managerial personnel who knowingly allow discriminating, harassing or retaliatory behavior to continue. In the event a company manager reports a received complaint or suspected violations of this policy directly to TriNet by one of the methods noted in the **How to Contact TriNet** section of this handbook, TriNet will immediately report said complaint and/or suspected violation to your company.

Your company is responsible for conducting directly, or obtaining from a third party, an investigation of all complaint reports promptly, thoroughly, objectively and as confidentially as possible in a manner that provides all parties with due process and reaches reasonable conclusions based on the evidence collected. All worksite employees are expected by your company to cooperate fully in any investigation. Upon completion of the investigation, its conclusion will be communicated by your company as soon as practicable. Any form of sexual harassment will not be tolerated. If the investigation substantiates that a worksite employee or other individual covered by this policy engaged in discrimination, harassment or retaliation, and thus violated this policy, your company is responsible for taking appropriate remedial and/or disciplinary action, up to and including counseling, suspension or termination of employment, against that person. Your company is also responsible for taking appropriate action to address discrimination or harassment by non-worksite employees.

If it is determined that prohibited harassment has occurred, the appropriate corrective action, up to and including termination of employment of the offending worksite employee, will be taken by your company along with any additional steps necessary to prevent further violations of this policy.

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact your local police department.

State Agencies: To help ensure compliance with all applicable state and local agencies which have additional compliance requirements related to discrimination, harassment and how to report it, the **Appendix** section of the handbook contains information regarding some specific state and local requirements and reporting information. State agencies will accept and investigate charges of unlawful discrimination or harassment at no charge to the complaining party. If sexual harassment is found, state agencies have the power to award relief, which varies but may include requiring the company to take action to stop the harassment or redress the damage caused, including paying of monetary damages, attorney's fees and civil fines.

LEGAL PROTECTIONS AND EXTERNAL REMEDIES

Sexual harassment, as defined by applicable federal, state and local law (including but not limited to Section 6-010-020 of the Chicago Human Rights Ordinance), is not only prohibited by your company but is also prohibited by state, federal and, where applicable, local law. Review the **Appendix** section of the handbook for a non-exhaustive list of sexual harassment definitions for certain states and localities. Aside from the internal process at your company, worksite employees may also choose to pursue legal remedies with the following governmental entities.

Equal Employment Opportunity Commission (EEOC)

The U.S. EEOC enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). A worksite employee can file a complaint with the EEOC. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred.

A worksite employee alleging discrimination at work can file a "Charge of Discrimination."

The EEOC has district, area and field offices where complaints can be filed. Contact the EEOC by calling 800.669.4000 (TTY: 800.669.6820), visiting their website at **eeoc.gov** or via email at **info@eeoc.gov**.

State Agencies: State agencies will accept and investigate charges of unlawful discrimination or harassment at no charge to the complaining party. If sexual harassment is found, state agencies have the power to award relief, which varies but may include requiring the company to take action to stop the harassment or redress the damage caused, including paying of monetary damages, attorneys' fees and civil fines.

View the **Reporting and Investigating Discrimination, Harassment or Retaliation** section of this handbook to learn more.

General Employment Policies and Information

EQUAL EMPLOYMENT OPPORTUNITY

TriNet and your company are committed to equal-employment principles and comply with all applicable federal, state and local equal employment opportunity laws and regulations. The terms and conditions of your employment relationship with your company is to be non-discriminatory—without regard to age, race, physical characteristics historically associated with race (such as natural hair, hair texture, hair type, hair length and protective hairstyles), color, national origin or immigration status, social caste, citizenship, work authorization status or the period of such a status, ancestry, sex, gender (including pregnancy, childbirth or medical condition related to pregnancy, pregnancy outcomes, or childbirth), height and weight, reproductive health decision making, gender identity or expression, sexual orientation, religious creed, physical or mental disability, medical condition, genetic information, HIV testing status, status as a victim of a crime of violence (such as domestic, sexual or gender violence), marital status, familial status, family responsibilities, veteran status, military status, Civil Air Patrol status or any other protected category or class that may be applicable to you in the jurisdiction where you are employed.

Moreover, in accordance with federal and applicable state and local law, your company may be legally obligated to provide reasonable accommodations whenever necessary for individuals with known disabilities, including known limitations related to pregnancy, childbirth or related medical conditions, provided that such individuals are qualified to perform the essential functions and assignments of the job, with or without accommodation, and provided that

any accommodations would not impose an undue hardship on the company or introduce a direct threat to the health and safety of the worksite employee with a disability or others. Specific requirements under additional federal, state, or local laws may apply to reasonable accommodation requests when limitations are related to, affected by, or arising out of pregnancy, pregnancy outcomes, childbirth, or related medical conditions. Your company will also, where appropriate, provide reasonable accommodation for your religious beliefs or practices. Any applicant or worksite employee who requires a reasonable accommodation during the application process or to perform the essential functions of the job should contact their company manager or a company officer to request such an accommodation. In the event you make the request to TriNet directly, TriNet will immediately report said request to your company manager and/or company officer for appropriate action by your company.

If you have any reason to believe that you (or someone else) have not been treated in accordance with this policy, you should immediately inform your manager or any other manager or officer of your company, or you may inform TriNet who will then forward your report to the appropriate company contact for your company to take proper action. All managers should immediately report such matters to your company contact.

EMPLOYMENT CATEGORIES

To address payroll, benefits and other issues, worksite employees are categorized in various ways. None of the categories alter the at-will employment policy.

GENERAL CATEGORIES

You will be assigned by your company to one of the following four employment categories at any given time:

- **Full-time worksite employees** are regularly scheduled to work 30 hours or more per week (20 or more hours per week in Hawaii) and are generally eligible to elect coverage under the TriNet Benefits Plan (this applies to worksite employees only if the client company has contracted with TriNet to offer benefits through TriNet). Refer to the TriNet Benefits Guidebook and Summary Plan Description ("Benefits Guidebook") on the platform for further details.
- **Part-time worksite employees** are regularly scheduled to work less than 30 hours per week (20 hours per week in Hawaii). Part-time worksite employees are not eligible to elect coverage under the TriNet Benefits Plan (if your company elects to offer benefits), but may be eligible to apply for certain voluntary benefits as detailed in the TriNet-Sponsored Benefits section of this handbook.
- **On-call or intermittent worksite employees** do not typically work specified schedules and are generally not eligible to apply for coverage under the TriNet Benefits Plan (if your company elects to offer benefits). However, on-call or intermittent worksite employees may be eligible to apply for certain voluntary benefits as detailed in the TriNet-Sponsored Benefits section of this handbook.
- **Temporary worksite employees** are hired only for a specific period of time, project or assignment, either on a full-time or part-time schedule. Temporary worksite employees are not eligible to apply for coverage under the TriNet Benefits Plan (unless the client company is an applicable large employer as defined by the Affordable Care Act and the temporary worker otherwise meets benefits eligibility requirements); and may be eligible to apply for certain voluntary benefits. Temporary worksite employees retain their temporary status until and unless a category change is authorized in writing by the appropriate manager at the client company and thereafter accepted and approved by TriNet.

Only TriNet worksite employees may be eligible for TriNet-sponsored benefits offered by their company. Please refer to the Eligibility chapter in the Benefits Guidebook on the platform for details.

If you have questions about your employment category, please consult your company.

EXEMPT AND NON-EXEMPT STATUS

Your company, not TriNet, is responsible for determining your exempt or non-exempt status, as defined by the Fair Labor Standards Act and state and local equivalents. Your exempt or non-exempt status corresponds to your eligibility for overtime pay and certain other legal rights.

This status is determined based on applicable law and such factors as the nature of your work, your duties and responsibilities and your compensation.

Non-exempt worksite employees may be salaried or paid by the hour for each hour worked in a pay period and generally may receive overtime pay in accordance with the applicable overtime regulations, among other applicable requirements and rights. For the overtime policies and procedures applicable to you, please contact your company.

Exempt worksite employees are generally required to be paid on a salary basis and are not eligible for overtime pay, among other applicable requirements and rights. An exempt employee's compensation is not dependent upon the number of hours worked each week. If you have questions about your status, please contact your company.

ACCESS TO PERSONNEL RECORDS

TriNet and its client companies maintain certain, but not necessarily the same, records for worksite employees. Requests by a current or former worksite employee for personnel records maintained by TriNet should be made to TriNet. Requests for records maintained by a TriNet client company should be made directly to the client company.

Appropriately authorized personnel at the client company may also access their company's worksite employee information unless otherwise required by law. Access to worksite employee records may also be granted to government agencies in accordance with the law and to other third parties by way of legal subpoena or court order.

ENDING YOUR EMPLOYMENT

At the time that your employment ends with your company, your relationship with TriNet will also end. Final wage or salary payment will be made by direct deposit or check, as applicable or as required by law, and any notices or other communications will be sent to the most recent address on file with TriNet.

To ensure you continue to receive important notices and communications from TriNet, make sure your current home address, mailing address (if different from your home address) and email address are always up to date on the **platform**.

Even after separation of your employment with your company (and the end of your relationship with TriNet), the **platform**, except through the TriNet Mobile app, will be available for you to access certain information (such as historic pay records, benefits information and tax forms) that you may need. Your login and password information will remain the same unless you change it.

Pay, Timekeeping and Leaves

DIRECT DEPOSIT/PAY CARDS

You can elect to have TriNet automatically deposit your paycheck to an account in almost any bank. Under the direct deposit program, TriNet transfers funds electronically, effective the same day as your regular payday. You can set up and maintain your direct deposit accounts via the platform. In some situations, you may also receive your wages via pay card. Check with TriNet if you have questions about direct deposit or pay cards.

PAYDAY AND PAYCHECKS

If you are receiving a physical (paper) paycheck, you'll usually receive your physical paycheck or pay statement by mail within a week of the end of the corresponding pay period. Visit the platform for specific information on pay cycle schedules.

If your paycheck or direct deposit does not arrive or if you suspect an error in your paycheck, contact your company or TriNet immediately.

TriNet does not provide payroll advances or extend credit to worksite employees.

PAYROLL DEDUCTIONS

Payroll deductions are classified as voluntary or involuntary.

Voluntary deductions are deductions taken if you enroll or are enrolled by default in any of the following programs or services sponsored by TriNet (assuming you are eligible):

- Health insurance (medical, dental, vision)
- Health care or dependent day care flexible spending account (FSA)
- Health savings account (HSA)
- Supplemental life insurance
- Supplemental short-term and long-term disability insurance
- Supplemental accidental death and dismemberment insurance

Voluntary deductions may also be taken if you elect to enroll in any of the following (assuming you are eligible):

- TriNet 401(k) plan or TriNet Select 401(k) plan
- Commuter benefits
- Voluntary benefits
- Other similar benefits or services that may require your voluntary contribution

Your first paycheck after TriNet receives and processes your TriNet-sponsored benefits enrollment may reflect retroactive deductions for plans in which you enrolled that became effective on your benefits eligibility date.

If you participate in a medical plan and, if applicable, an HSA sponsored by your company and not by TriNet, generally you will not be eligible to participate in a medical plan or HSA sponsored by TriNet. Please understand that your company may request that TriNet take deductions from your pay for the medical rates and, if applicable, HSA contributions associated with the medical plan or HSA sponsored by your company in which you participate. These deductions will appear on your pay stub as a general deduction amount and will be reported accordingly on your Form W-2.

If your company offers a single employer retirement plan and you elect to contribute, TriNet may withhold deductions from your pay for those contributions. Your company may also initiate certain other voluntary deductions from your pay that TriNet may process based on authorization from your company.

Involuntary deductions are those mandated by a government agency, or by court orders, liens or wage assignments that the law may require us to recognize. Examples of mandatory deductions that TriNet generally must withhold until the required amount is reached include:

- Federal income tax withholding
- Social Security (FICA)
- State Disability Insurance (SDI) or other state programs such as Paid Family and Medical Leave (as applicable)
- Medicare
- Local taxes (as applicable)
- Child support (as applicable)
- Garnishments (as applicable)

Your pay statement provides you with current pay period and year-to-date paycheck deduction information. For additional information to help you understand your paycheck, including abbreviations used to describe the deductions and other items appearing on your pay statement, visit the **platform**.

All improper pay deductions are prohibited by this policy. If you have any questions about your deductions or suspect that a deduction is incorrect or improper, please immediately contact TriNet or your company.

TIMEKEEPING

Your work schedule will be determined solely by your company.

TriNet relies solely and exclusively upon the data submitted by your company to process your company's payroll, including hours worked and rates of pay. Accordingly, it is imperative that you and your company ensure that all records of time worked are accurate before they are submitted to TriNet for processing.

All non-exempt worksite employees have the responsibility to accurately record their work time. If you are a non-exempt worksite employee and work outside of your scheduled hours, work "off the clock," or work overtime, regardless of whether you obtain your company's pre-approval for such work, you must record all of your work time, without exception. All time worked will be paid at the appropriate rate.

If you are a non-exempt worksite employee, your company is responsible for informing you of the time-keeping system you must use to record your time and providing training regarding how to use the time-keeping system to accurately record all hours worked (including such matters as recording start and stop times, and rest and meal periods). You cannot record time for anyone but yourself.

If there is an error in the recording of your time, you should contact your company immediately so that it can be corrected. Your company is responsible for addressing all errors in time records.

MEAL AND REST PERIODS

State laws and regulations control whether and how meals and rest periods need to be provided to you by your company. Your company exclusively determines your work schedule, including any required meal and rest periods, when they must be provided, and their length. If you are a non-exempt worksite employee, consult with your company about its meal and rest period policies and/or practices. Remember that you must record all your work time accurately, without exception.

OVERTIME WORK AND OVERTIME PAY

Non-exempt worksite employees are eligible to receive overtime pay from their company for overtime work. What constitutes overtime work depends on where you work. The applicable pay rate for overtime work depends on whether federal or state [or local] standards apply. Please ask your company for information about what constitutes overtime for you and for information regarding your overtime rate. You must record all your work time accurately, without exception, even if the time worked may put you into an overtime pay situation. If you believe you have not been compensated for all hours worked, including overtime pay you believe you are owed, please immediately report your concerns to your company.

PAID AND UNPAID TIME OFF

Visit the **platform** or contact your manager for your company's current policy regarding time off, with or without pay. Your company—not TriNet—sets its own policies and practices for all types of time off, if applicable.

LEAVES OF ABSENCE

Worksite employees who need to be absent from work for more than seven calendar days for reasons other than paid time off (PTO), paid sick leave, paid vacation or other time off plans under their company's standard earned time off policies, may request a leave of absence from their company.

Depending on applicable law, leaves may be granted by your company for a variety of reasons, including medical disability; your serious health condition or that of a qualifying family member; pregnancy; bonding with a newborn child; military leave; or other reasons based on applicable local, state and federal laws and your company's policies. Leaves may be granted by your company without pay, but your company may allow you to use vacation, sick leave, PTO or other company provided paid leave to substitute for otherwise unpaid leave.

To request a leave of absence, you should notify your company as soon as possible to help ensure timely decision making and processing (if your company approves the leave). You may also be required to provide your company and certain insurance carriers with a minimum period of advance notice of your need for leave under applicable local, state and federal laws. Additional information can be found in the Benefits Guidebook on the **platform**.

Your TriNet-sponsored health insurance benefits may be affected by a leave of absence. Arrangements for your portion of the cost of TriNet-sponsored benefits or voluntary benefits, if any, will need to be arranged prior to beginning a leave. Please contact your company about making payments for any insurance costs for which you would normally be responsible, if any, especially if your leave is unpaid. Additional instructions and information may be provided separately depending on the nature of your leave.

For detailed considerations on the continuation of TriNet-sponsored benefits while on leave of absence, including eligibility to elect COBRA and what happens to your TriNet-sponsored benefits when you return to work, refer to the Benefits Guidebook.

LIFE STATUS CHANGE EVENTS

During your period of leave, you may experience a life status change event that allows you to make changes to your TriNet-sponsored benefits coverage. For example, the birth of a child is a life status change event that allows you to add the newborn as a covered dependent. Other examples of common life status change events include getting married; adopting a child; getting divorced or legally separated; and loss of eligibility for Medicare or a State Children's Health Insurance Program (SCHIP). You must submit your enrollment or changes to TriNet within 30 days (60 days for a birth, adoption or SCHIP change) of that event to be eligible to make changes to your benefits. You can submit a life status change request for your TriNet-sponsored benefits coverage, either electronically—via the Benefits tab on the **platform**, or via a paper benefit election form depending on the type of event. For additional support, please contact TriNet.

MILITARY DUTY

If you join a branch of the U.S. Armed Forces or are a member of a reserve component of the U.S. Armed Forces or the National Guard, you may be entitled to take a leave. The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) provides enhanced leave rights and job protections for worksite employees absent for military duty. USERRA prohibits discrimination in employment and retaliation against any person who was, is or applies to be a member of a uniformed service, or who performs or has an obligation to perform service in a uniformed service. Some state laws also provide leave rights for worksite employees requiring time off for military duty. For further details concerning USERRA or a similar state law, please contact your company or visit the USERRA website or contact the Regional or District Office of the U.S. Department of Labor's Veterans' Employment and Training Service (VETS) in your area.

PREGNANCY RELATED LEAVE

Certain states provide specific leave rights for pregnancy, childbirth and related medical conditions. Please refer to your company's additional policies or contact TriNet for more information.

PAID SICK AND SAFE LEAVE AND EARNED TIME OFF FOR OTHER REASONS

Some states, counties and cities provide specific rights to worksite employees to cover a variety of sick and safe leave needs or need for leave for other reasons, including but not limited to personal time. Please refer to your company's applicable policies. You may also contact TriNet for more information.

FAMILY AND MEDICAL LEAVE ACT (FMLA)

If your company employs 50 or more employees within a 75-mile radius, it may be covered by the federal Family and Medical Leave Act (FMLA). The FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons. For more information, visit the FMLA policy which is separate from this handbook.

QUESTIONS

If you have any questions regarding any type of leave, please contact your company. Responsibility for implementing and enforcing policies concerning compliance with, and accurate report of, your wages (including commissions and bonuses), hours worked, legally required meal and rest periods, overtime hours, certain time off accrued and taken (e.g., vacation and PTO), leaves of absence, and related matters are the sole responsibility of your company, over which TriNet has no control.

Safety

Your company is responsible for compliance with health and safety requirements for their workplace, but all worksite employees have a stake in keeping their workplace safe and free of hazards of any kind.

WHAT TO DO IF YOU SUSTAIN A WORK-RELATED INJURY

Report all injuries to your company or company manager immediately or as soon as possible. If your manager is unavailable to assist you in reporting a claim and your company is covered under the TriNet workers' compensation policy, please contact the TriNet Workers' Compensation Claims team at **wcclaims@TriNet.com** (who will notify your company). If your manager is unavailable and your company does not participate in TriNet's workers' compensation program, you should contact another manager or HR contact of your company for reporting information.

If your company is covered under the TriNet workers' compensation policy, your company must report the injury via the TriNet dedicated reporting line for your company or directly to the insurer. If emergency medical attention is needed, please go to the nearest medical facility or dial 911. The injury must be reported within 24 hours of its occurrence so the claim can be reported to the TriNet workers' compensation carrier.

WORKPLACE SECURITY AND ANTI-VIOLENCE POLICY

You are required to report all potential or actual threats or acts of violence against you or your co-workers immediately to your company. You may also make such reports to TriNet who will then immediately forward it to your appropriate company contact for your company to take appropriate action.

If you become aware of an imminent act of violence, a threat of imminent violence or actual violence, you should not attempt to handle the situation on your own. Instead, report it immediately to your company and contact law enforcement authorities by dialing 911.

If you become aware of unsafe conduct or security hazards at your workplace or have suggestions for improving workplace security, you should report that information to your company, or you may make such reports to TriNet who will then immediately forward it to the appropriate contact at your company. Worksite employees may report all safety and security concerns without fear of retaliation of any kind and may also be protected from refusing to report to, or leaving, a workplace or worksite they have a reasonable belief is unsafe due to an emergency condition (conditions of disaster or peril caused by natural forces or a criminal act, or an order to evacuate a workplace, worksite, a worker's home or the school of a worker's child). For more information, please refer to your company's workplace security and safety policies.

TriNet-Sponsored Benefits

APPLICABILITY

This chapter applies only to benefits-eligible worksite employees whose company contracts with TriNet to offer TriNet-sponsored benefits. Anyone not recognized by TriNet as an eligible worksite employee is ineligible for any TriNet-sponsored benefits.

WHERE TO GO FOR MORE INFORMATION

Benefits can be a complex subject and TriNet provides a detailed Benefits Guidebook to help you understand your benefit options. The Benefits Guidebook also serves as the summary plan description (SPD) required by the Employee Retirement Income Security Act of 1974 (ERISA), as amended. TriNet provides the Benefits Guidebook and the SPD to you in one integrated form to avoid the confusion that can be caused by separate documents. The Benefits Guidebook describes, among other things, eligibility for benefits under the TriNet Benefits Plan and includes required benefit notices.

In addition, the insurance carriers' certificates of coverage—called Carrier Certificates—contain detailed descriptions of all TriNet-sponsored benefits. Both the Benefits Guidebook and the Carrier Certificates are available for access anytime on the **platform**, which also includes the following helpful information:

- Ability to view your current TriNet-sponsored benefits and enrolled dependents
- A quick link to FSA balances and transaction history (if sponsored by TriNet)
- Frequently asked questions
- Insurance carrier contact information
- Related forms
- Online enrollment for newly benefits-eligible worksite employees (e.g., new hires)

Important Disclaimer: In the event there is a conflict between any of the information contained in any benefits guidance materials provided by TriNet (including but not limited to information contained in any TriNet website, the Benefits Confirmation Statement, the Benefits Guidebook, any written or electronic pamphlets, letters, emails, text messages, this handbook and statements made by TriNet colleagues) and the TriNet Benefits Plan document, the Plan document will control. Also, if there is any conflict between the Carrier Certificate and the TriNet Benefits Plan document, any TriNet summary plan description, statements made by a TriNet colleague or any other benefits guidance materials provided by TriNet (including but not limited to those described above), the Carrier Certificate will control except with respect to eligibility to participate in the Plan. It is important to note that although some Carrier Certificates list the dependents that "may" be covered if permitted by the Plan, the dependent eligibility provisions are solely determine by the Plan document and Benefits Guidebook.

EMPLOYEE ASSISTANCE PROGRAM

TriNet offers access to an Employee Assistance Program (EAP) for you, your spouse or domestic partner and dependents, as part of the service that TriNet provides your company. The EAP provides 24-hour confidential assistance with stress, substance abuse, and financial, family or relationship problems, plus online resources. You can find more information on the **platform**.

Benefits Required by Law

You are entitled to certain benefits under the law, regardless of your employment category or classification, subject to meeting certain conditions. These mandated benefits include those described in this chapter (if applicable).

STATE DISABILITY AND PAID FAMILY AND MEDICAL LEAVE INSURANCE

Some states and localities provide either a form of limited disability insurance or paid family and medical leave insurance. If you work in one of these areas, you may be eligible for limited disability insurance payments if you cannot work because of a sickness or injury not caused by your job (job-related conditions fall under workers' compensation), or paid family and medical leave insurance payments for your own similar health reasons or other reasons such as but not limited to caring for sick or injured family members, bonding with a newborn or newly placed child and certain reasons related to military exigencies.

The terms and amount of insurance coverage are subject to state laws and vary from state to state. Some states require TriNet to make deductions from your paycheck to fund the insurance benefits program. To receive insurance benefits, file a claim with the state insurance agency or the applicable carrier. For further information on filing procedures, please contact your company or TriNet.

WORKERS' COMPENSATION INSURANCE

If your company has chosen to participate in the TriNet workers' compensation program, your coverage is effective as of your first date of co-employment with TriNet. Should you have any questions, you may contact TriNet or your local workers' compensation bureau for additional information. If your company does not participate in our workers' compensation program, you should contact your company directly for additional information. Make sure to immediately report to your company all injuries sustained while working.

Please note that workers' compensation covers only work-related injuries and illnesses. You will not be eligible to receive workers' compensation benefits for injuries that might happen if you voluntarily participate in an off-duty recreational, social or athletic activity that does not constitute a part of your work-related duties.

UNEMPLOYMENT INSURANCE

If you become unemployed, you may be eligible for unemployment insurance, a weekly benefit provided by the state in which you were employed while you are out of work. For information on filing a claim, or to obtain applicable state unemployment insurance forms or notices, please contact your company.

SOCIAL SECURITY

You will see deductions on your paycheck for FICA, an acronym that stands for the Federal Insurance Contributions Act, otherwise known as Social Security and Medicare. This deduction represents your contribution toward your Social Security benefit. In addition to supplemental retirement benefits, Social Security offers certain disability and/or Medicare coverage. Contact your nearest Social Security Administration office for further details.

COBRA

If you or your covered dependents lose eligibility for TriNet-sponsored group medical, dental or vision benefits or health care FSA, you may be eligible to continue your coverage under COBRA. This law allows you to continue receiving these benefits on a temporary basis in certain situations where coverage under the TriNet Benefits Plan otherwise would end.

COBRA coverage, including eligibility to elect COBRA, is explained in greater detail in the Benefits Guidebook. Log in to the **platform** > Employee Profile > Benefits > Benefit Resources.

Appendix

REPORTING AND INVESTIGATING DISCRIMINATION, HARASSMENT OR RETALIATION: STATE AND LOCAL INFORMATION

California: The Fair Employment and Housing Act, codified at Government Code § 12900 et seq., and its implementing regulations, codified at Code of Regulations, Title 2, § 11000 et seq., prohibits discrimination and harassment, including a prohibition against sexual harassment, based on the protected characteristics of race (including hair texture and protective hairstyles closely associated with race), religious creed (including religious dress and grooming), color, national origin and ancestry (including language-use and protected use of immigrant driver's license), physical or mental disability (including HIV and AIDS), medical condition, genetic information, marital status, sex and gender (including breastfeeding and related conditions), gender identity and gender expression, pregnancy and pregnancy outcomes (childbirth and related medical conditions including breastfeeding and lactation), reproductive health decision-making, age (40 and over), height and weight, sexual orientation, military and/or veteran status (a member or veteran of the U.S. Armed Forces, the U.S. Armed Forces Reserve, the U.S. National Guard and the California National Guard), and any other characteristic protected under applicable federal, state, or local law.

All worksite employees are required to undergo harassment prevention training as required by applicable law. This training must be provided by your company. For more information about this training requirement, visit **www.calcivilrights.ca.gov/shpt/**.

The California Civil Rights Department (CRD) can be reached by phone at 800.884.1684 (TTY: 800.700.2320) or California's Relay Service at 711, by email at **contact.center@calcivilrights.ca.gov** (accommodations@calcivilrights.ca.gov) or regular mail at 651 Bannon Street, Suite 200, Sacramento, CA 95811.

Complaints regarding employment may be filed with the CRD at no cost any time within three years of the alleged harm.

Connecticut: Information regarding the illegality of sexual harassment and the remedies available to victims of sexual harassment is available on the **Connecticut Commission on Human Rights and Opportunities** website in **English** and **Spanish**.

District of Columbia: In addition to the reporting options mentioned in the **Reporting and Investigating Discrimination, Harassment or Retaliation** section of this handbook, a complaint may also be filed with the District of Columbia Office of Human Rights (DCOHR). Complaints with the DCOHR must be filed within one year of the occurrence or discovery of the alleged act. Information may be located by visiting the agency website at **www.ohr.dc.gov/service/file-discrimination-complaint**.

Illinois: The Illinois Human Rights Act states that you have the right to be free from unlawful discrimination and sexual harassment. This means that employers may not treat people differently based on race, age, gender, pregnancy, disability, sexual orientation or any other protected class named in the Act. This applies to all employer actions, including hiring, promotion, discipline and discharge. It is also unlawful for employers to treat people differently because they have reported discrimination, participated in an investigation or helped others exercise their right to complain about discrimination.

Contact the Illinois Department of Human Rights (IDHR) directly to file a charge on their website at **https://dhr.illinois.gov/** or email **IDHR.Intake@illinois.gov**. Chicago Office, 555 West Monroe Street, Suite 700, Chicago, IL 60661; phone: 312.814.6200 / 866.740.3953 (TTY) / fax: 312.814.6251. Springfield Office, 524 S. 2nd Street, Suite 300, Springfield, IL 62701; phone: 217.785.5100 / 866.740.3953 (TTY) / fax: 217.785.5106. Call the Illinois Sexual Harassment and Discrimination Helpline at 877.236.7703 to talk to someone about your concerns.

The **Illinois Human Rights Commission** may be contacted as follows: Chicago Office, Michael A. Bilandic Building, 160 North LaSalle Street, Suite N-1000, Chicago, IL 60601; phone 312.814.6269 / 866.832.2298 (TTY) / fax: 312.814.6517. Springfield Office, Jefferson Terrace, 300 West Jefferson Street, Suite 108, Springfield, IL 62702; phone: 217.785.4350 / 866.832.2298 (TTY).

Maine: The Maine Human Rights Act ("MHRA") prohibits employment discrimination on the basis of race, color, national origin, ancestry, age religion, physical or mental disability, sex, sexual orientation, genetic predisposition, protected activity under the Maine Whistleblowers' Protection Act, and filing a prior claim under the Workers' Compensation Act.

If you believe you have been harassed or discriminated against, you may file a formal complaint with The Maine Human Rights Commission (MHRC). The MHRC may be reached at its website **https://www.maine.gov/mhrc/**, by email at **info@mhrc.maine.gov**, and 51 State House Station, Augusta, ME 04333-0051, by phone at 207.624.6290, Maine Relay 711, or fax: 207.624.8729.

Massachusetts: A complaint may be filed with the Massachusetts Commission Against Discrimination (MCAD). Complaints with the MCAD must be filed within 300 days of the alleged discrimination. Information may be found on their website at **www.mass.gov/file-a-complaint-of-discrimination**.

New York: The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status. Worksite employees who work in New York can contact the New York State Division of Human Rights' (DHR) toll-free confidential hotline to obtain counsel and assistance for alleged experiences of workplace sexual harassment by calling 1.800.HARASS.3 Monday through Friday, 9:00 AM to 5:00 PM.

A complaint alleging violation of the HRL may be filed at no cost either with the DHR or in New York State Supreme Court. Sexual harassment complaints with the DHR may be filed any time within three years of the alleged harassment. Discrimination claims other than sexual harassment may be filed with the DHR within one year of the alleged discrimination.

If an individual did not file with the DHR, they can sue directly in state court under the HRL, within three years of the alleged discrimination. An individual may not file with DHR if they have already filed an HRL complaint in state court. The one year or three years is counted from date of the most recent incident of alleged harassment or discrimination.

A complaint form for reporting sexual harassment can be found below within the Appendix section of this handbook.

Oregon: A complaint of alleged discriminatory conduct (specifically that prohibited by ORS 659A.030, 659A.082 or 659A.112) can be made no later than five years after the occurrence of the violation.

Your company is not permitted to require a former, current or prospective worksite employee to enter into any agreement if the purpose or effect of the agreement prevents the worksite employee from disclosing or discussing conduct constituting discrimination, harassment or sexual assault. A worksite employee claiming to be aggrieved by discrimination, harassment, or sexual assault may, however, voluntarily request to enter into a settlement, separation or severance agreement which contains a nondisclosure, non-disparagement or no-rehire provision and will have at least seven days to revoke any such agreement. Your company is not permitted to offer a settlement on the condition of a request for these terms.

- A nondisclosure agreement is any agreement by which one or more parties agree not to discuss or disclose information regarding any complaint of work-related harassment, discrimination or sexual assault, including the amount or terms of a settlement.
- A non-disparagement agreement is any agreement by which one or more parties agree not to discredit or make negative or disparaging written or oral statements about any other party or the company.
- A no-rehire provision is an agreement that prohibits an employee from seeking reemployment with the company and allows a company to not rehire that individual in the future.

Rhode Island: A complaint of sexual harassment may be filed with the Rhode Island Commission for Human Rights. Contact their main office at 180 Westminster Street, 3rd Floor, Providence, Rhode Island 02903, call 401.222.2661 or visit **www.richr.ri.gov/ filecharge/index.php**.

Tennessee: Your company must provide a work environment free from abusive conduct. Any behavior in the workplace that is abusive or disrupts the work environment must not be tolerated. Review the Abusive Conduct in the Workplace Policy found within the Appendix section of this handbook.

Vermont: A complaint of sexual harassment may be filed within 360 days of the alleged adverse action. A complaint may be filed by writing or calling the Vermont Attorney General's Office, Civil Rights Unit (CRU) or the Vermont Human Rights Commission (HRC).

- Contact the CRU's main office at 109 State Street, Montpelier, Vermont 05609, email **ago.civilrights@vermont.gov** or call 888.745.9195 (Toll Free) or 802.828.3657 (voice/TDD).
- Contact the HRC's main office at 14-16 Baldwin Street, Montpelier, Vermont 05633-6301, email **human.rights@vermont.gov**, call 800.416.2010 (Toll Free VT) or 802.828.2480 (voice) or visit **www.hrc.vermont.gov/complaint**.

Washington: A complaint of sexual harassment may be filed with the Washington State Human Rights Commission (WSHRC) or Washington State Attorney General's Office (WSAGO) within six months of the alleged violation. Information may be found on the WSHRC's website **www.hum.wa.gov/file-complaint**, and the WSAGO may be contacted on its website **www.atg.wa.gov/have-civil-rights-complaint** or by phone: 800.551.4636.

LOCAL PROTECTIONS

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example:

- **Chicago, Illinois:** The Municipal Code of Chicago § 2-92-612 and Section 6-010-020 of the Chicago Human Rights Ordinance define "sexual harassment" to mean "any unwelcome sexual advances or requests for sexual favors or conduct of a sexual nature when (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; or (ii) submission to or rejection of such conduct by an individual is used as

the basis for any employment decision affecting the individual; or (iii) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment."

All Chicago worksite employees, including individuals outside of Chicago who supervise or manage one or more Chicago employees, must complete at least one hour of sexual harassment prevention training annually and at least one hour of bystander training annually.

Managers and supervisors working in Chicago, or those who supervise or manage one or more Chicago employees, must complete one additional hour of sexual harassment prevention training annually. This training must be provided by your company.

Worksite employees who work in Chicago may file complaints of sexual harassment with the Chicago Commission on Human Relations. Contact their main office at 740 N. Sedgwick, 4th Floor, Chicago, IL 60654, call 312.744.4111 or email **cchr@cityofchicago.org**.

- **New York City, New York:** You may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 40 Rector Street, 10th Floor, New York, New York, call 311, 212.306.7450 or 212.416.0197 or visit **www.nyc.gov/html/cchr/**.

Complaint Form for Reporting Sexual Harassment

NEW YORK STATE | Combating Sexual Harassment

New York State Labor Law requires all employers to adopt a sexual harassment prevention policy that includes a complaint form to report alleged incidents of sexual harassment.

If you believe that you have been subjected to sexual harassment, you are encouraged to complete this form and submit it to your manager or any other company manager or officer via email or in person, or to TriNet via email at employees@TriNet.com (who will immediately report it to your company manager and/or an appropriate company officer for your company to take proper action). You will not be retaliated against for filing a complaint.

If you are more comfortable reporting verbally or in another manner, your employer should complete this form, provide you with a copy and follow its sexual harassment prevention policy by investigating the claims as outlined at the end of this form.

For additional resources, visit: ny.gov/programs/combating-sexual-harassment-workplace

COMPLAINANT INFORMATION

Name:

Work Address:

Work Phone:

Email:

Job Title:

Select Preferred Communication Method: ☐ Email ☐ Phone ☐ In person

SUPERVISORY INFORMATION

Immediate Supervisor's Name:

Title:

Work Phone:

Work Address:

Adoption of this form does not constitute a conclusive defense to charges of unlawful sexual harassment. Each claim of sexual harassment will be determined in accordance with existing legal standards, with due consideration of the particular facts and circumstances of the claim, including but not limited to the existence of an effective anti-harassment policy and procedure.

COMPLAINT INFORMATION

1. Your complaint of Sexual Harassment is made about:

Name: Title:

Work Address: Work Phone:

Relationship to ☐ Supervisor ☐ Subordinate ☐ Co-Worker ☐ Other

2. Please describe what happened and how it is affecting you and your work. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.

3. Date(s) sexual harassment occurred:

Is the sexual harassment continuing? ☐ Yes ☐ No

4. Please list the name and contact information of any witnesses or individuals who may have information related to your complaint:

The last question is optional but may help the investigation.

5. Have you previously complained or provided information (verbal or written) about related incidents? If yes, when and to whom did you complain or provide information?

If you have retained legal counsel and would like us to work with them, please provide their contact information.

Signature: _____ Date: _____

Abusive Conduct in the Workplace Policy for Tennessee Worksite Employees

Your company must provide an environment in which all worksite employees, applicants for employment, and members of the public are treated with professionalism and respect, free from abusive conduct. Your company must not tolerate any behavior in the workplace that is abusive or disrupts the work environment.

Worksite employees are expected to exhibit proper behavior and conduct themselves in a manner that demonstrates professionalism and respect for others in the workplace. No worksite employee shall engage in threatening, violent, intimidating, or other abusive conduct or behaviors.

This policy does not address behaviors that involve one of the protected classes listed under state and/or federal law and discussed within the Policy Against Harassment and Discrimination and Retaliation section of this handbook.

Please note that while your company and TriNet are committed to the principles embodied in this policy, this policy itself is not intended to state contractual terms between your company or TriNet and its worksite employees, applicants for employment, or parties who do business with your company or TriNet. This policy supersedes all policies that conflict with the terms of this policy.

Furthermore, this statement constitutes only the policy of your company and TriNet. A finding violation of this policy does not mean that conduct violates state and/or federal laws.

Definition and Examples of Abusive Conduct in the Workplace

Abusive conduct means acts or omissions that would cause a reasonable person, based on the severity, nature, and frequency of the conduct, to believe that an employee was subject to an abusive work environment, such as:

1. Repeated verbal abuse in the workplace, including derogatory remarks, insults and epithets;
2. Verbal, nonverbal or physical conduct of a threatening, intimidating or humiliating nature in the workplace; or
3. The sabotage or undermining of an employee's work performance in the workplace. This policy applies to the use of your company's or TriNet's email system, social media, computers, internet access, or any other company or TriNet electronic communication systems or devices as applicable to engage in abusive conduct.

A single act generally will not constitute abusive conduct unless such conduct is determined to be severe or pervasive. To aid worksite employees in identifying abusive conduct, the following specific examples are provided. These examples are not exhaustive. However, they illustrate the types of conduct that may violate this policy:

1. Intimidating a worksite employee or other individuals by excessive yelling, repeated emotional outbursts, berating others or using an unreasonably harsh tone of voice;
2. Undermining another's work by withholding pertinent work-related information or purposefully giving incorrect information, or by not giving enough information to do what is required, as compared to others;
3. Arbitrary or punitive punishment without cause;
4. Unreasonable micro-managing;

5. Persistent or constant criticism in front of others for the purpose of humiliating another worksite employee or other individual;
6. Isolating a worksite employee from co-workers, or launching a campaign not based on facts to provoke a worksite employee to leave or be removed;
7. Making humiliating or degrading remarks about a person through or on social media; or
8. Any malicious behavior a reasonable person would find unprofessional, disturbing and/or harmful to their psychological health.

Please note that this policy does not prohibit reasonable oversight of worksite employees, performance reviews, coaching, requests or other regular supervisory responsibilities.

How to Report Incidents of Abusive Conduct

If worksite employees believe they have been subjected to abusive conduct that violates this policy, they are encouraged to report those incidents to their company as soon as practicable after the event occurs.

Worksite employees may file a complaint with their manager, any other company manager or company officer. Please consult with your company's policy on how to report complaints. In the event the conduct is reported to TriNet directly by one of the methods noted in the **How to Contact TriNet** section of this handbook, TriNet will immediately report said conduct to your company manager and/or an appropriate company officer for your company

to take proper action. Under no circumstances is the individual alleging conduct that may violate this policy required to file a complaint with the individuals who subjected them to the abusive conduct. Individuals who wish to file a complaint are encouraged, but are not required, to submit the complaint in writing and to include a description of the incident(s) as well as the date(s), time(s) and any potential witnesses. Individuals may use the Intake/Referral Form below to file complaints.

Retaliation and How to Report Retaliation Incidents

Retaliation is defined as any activity that may dissuade reasonable persons from exercising their rights under this policy. This policy prohibits retaliation against worksite employees who initiate a complaint under this policy, report an incident that may violate this policy, participate in an investigation related to a complaint under this policy, or are associated or perceived to be associated with a person who initiates a complaint or participates in the investigation of a complaint under this policy.

If worksite employees believe they have been subjected to retaliation for engaging in protected conduct under this policy, they are encouraged to report those incidents to their company as soon as practicable after the event occurs. Incidents of retaliation should be reported in the same manner as a complaint for abusive conduct. Any worksite employee who engages in retaliatory action will be subject to appropriate discipline, up to and including dismissal.

How Complaints are Investigated and Resolved

Managers who receive complaints of abusive conduct, learn of or suspect violations of this policy should immediately report them to the designated contact for such complaints at your company. Managers who fail to do so may be subject to discipline by your company. In the event a company manager reports a received complaint or suspected violations of this policy directly to TriNet by one of the methods noted in the **How to Contact TriNet** section of this handbook, TriNet

will immediately report said complaint and/or suspected violation to an appropriate company officer for your company to take proper action.

Your company is responsible for conducting directly, or obtaining from a third party, an investigation of all reports promptly, thoroughly, objectively and as confidentially as possible in a manner that provides all parties with due process and reaches reasonable conclusions based on the evidence collected. All worksite employees are expected to cooperate fully in any investigation. Upon completion of the investigation, its conclusion will be communicated as soon as practicable. If the investigation substantiates that a policy violation has occurred, your company will take appropriate corrective action, up to and including termination of employment. Your company will also take appropriate action to address abusive conduct by non-worksite employees.

If it is determined that prohibited abusive conduct has occurred, the appropriate corrective action, up to and including termination of employment of the offending worksite employee, will be taken by your company along with any additional steps necessary to prevent further violations of this policy.

How Confidentiality is Treated

To the extent permitted by law, your company and TriNet will try to maintain the confidentiality of each party involved in an investigation, complaint, or allegation of a violation of abusive conduct, provided it does not interfere with your company's or TriNet's ability to investigate the allegations or to take corrective action.

Directive to Managers and Supervisors

Managers and supervisors are responsible for ensuring appropriate behaviors are exhibited at all times and that complaints are reported to the appropriate designated contact at your company as soon as possible after receiving notice of incidents of abusive conduct.

Intake/Referral Form for Allegations of Abusive Conduct in the Workplace for Tennessee Worksite Employees

Name of complainant or person reporting event: _____

Email/telephone numbers of complainant or person reporting event:

Email: _____

Phone: _____

Preferred: ☐ Email ☐ Phone

Name of Person(s) who allegedly engaged in abusive conduct against you?

Relationship of alleged accused to you (i.e. direct supervisor, co-worker, etc.):

Date of earliest occurrence of events? _____

Date of latest occurrence of events? _____

Explain as clearly as possible what happened, including who did what, where it occurred, who was involved, etc. Please attach additional pages if necessary.

Please list below any persons (witnesses, fellow employees, supervisors, others) who may have additional information to support or clarify this complaint. Explain what information each can provide.

Please identify any other information (including documentary evidence such as diaries, journals, recordings, emails, voicemails, correspondence, etc.) That you think is relevant to this matter.

Signature of Complainant: _____ Date: _____

If completed by supervisor or agent of state as a result of interviewing a complainant, please provide the following information:

Printed Name: _____

Signature: _____

Title: _____

Date complaint received: _____

Name and title of person to whom the form was forwarded for action:

Printed Name: _____

Title: _____

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1220-FMLA (Revised April 2025) 9768532086

Manual para empleados del lugar de trabajo

Inglés

Español



Manual para empleados del lugar de trabajo

trinet

Exención de responsabilidad

Nota para los empleados del lugar de trabajo de Carolina del Sur: Según la sección 41-1-110 del Código de Carolina del Sur, se le informa que ESTE MANUAL NO ES UN CONTRATO, NI EXPRESO NI EXPLÍCITO. Su aceptación de este manual en la plataforma TriNet constituye un reconocimiento de que recibió y entendió esta exención de responsabilidad.

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Aviso importante

En TriNet, llamamos “empleados del lugar de trabajo” a las personas co-empleado por TriNet y por un cliente de TriNet (su empresa). Este manual es para los empleados del lugar de trabajo y, junto con el Acuerdo de términos y condiciones (TCA), regula la relación entre usted y TriNet. Consulte la sección **Descripción general de TriNet y la plataforma TriNet** de este manual para obtener un resumen del TCA.

Para distinguir entre una empresa cliente y TriNet, se usará la expresión “su empresa” para referirse a la empresa cliente, y se hará referencia a TriNet por su nombre, en referencia a la empresa TriNet PEO, cuyo nombre también aparece en sus nóminas.

En este manual no es posible tratar todas las situaciones que puedan surgir ni dar información que responda todas las preguntas que pueda tener sobre su relación con TriNet o sobre la relación de su empresa con TriNet. Dado que las circunstancias cambian con el tiempo, TriNet se reserva el derecho de modificar cualquiera de sus ofertas, políticas, procedimientos o normas en cualquier momento, con o sin aviso.

TriNet es el patrocinador de un solo empleador de sus planes de beneficios, y su empresa puede contratar a TriNet para que estos planes de beneficios estén disponibles para usted. Si usted es elegible para participar en los beneficios patrocinados por TriNet, consulte la Guía de beneficios de TriNet y la Descripción resumida del plan (la “Guía de beneficios”) publicada en la **plataforma TriNet** (“la plataforma”) > Benefits (beneficios) > Benefit Resources (recursos de beneficios) > Benefits Guidebook (guía de beneficios). Si usted no es elegible para participar en los beneficios patrocinados por TriNet según el Plan de beneficios para empleados (“Plan de beneficios de TriNet”) —ya sea porque no cumple los requisitos de elegibilidad o porque su empresa no tiene un contrato con TriNet que garantice que usted pueda acceder a dichos beneficios—los beneficios patrocinados por TriNet de este manual no se aplicarán a usted. Ninguna sección de este manual garantiza la cobertura de los beneficios del Plan de beneficios de TriNet.

Además, ninguna sección de este manual pretende afectar los derechos de ningún empleado del lugar de trabajo de participar en las actividades concertadas protegidas, ya sea con compañeros de trabajo o con otras personas, ni ningún otro derecho provisto según la Ley Nacional de Relaciones Laborales (NLRA). Este manual no prohíbe las conductas protegidas por NLRA.

Si tiene preguntas sobre las políticas de este manual, consulte a su supervisor o gerente, o comuníquese con TriNet sobre las políticas en relación con su trabajo con TriNet.

A menos que el Manual para empleados del sitio de trabajo de TriNet se reemplace por otro nuevo, este manual se aplica a usted independientemente de la fecha de contratación y sustituye a todos los manuales o políticas anteriores sobre los mismos temas, excepto que se indique expresamente lo contrario en este manual. En caso de conflicto entre una política de este manual y una política de su empresa, prevalecerá este manual a menos que se acuerde lo contrario entre su empresa y TriNet. Si tiene preguntas, comuníquese con su gerente o con un representante de su empresa.

Descripción general de TriNet y de la plataforma TriNet

TRINET: QUIÉNES SOMOS Y QUÉ HACEMOS

TriNet es una organización profesional de empleadores (PEO) que ayuda a sus clientes a administrar los pagos y los beneficios, entre otras cosas.

Los clientes y los empleados del lugar de trabajo de TriNet están afiliados a TriNet mediante una relación de coempleador. TriNet y cada uno de sus clientes asignan ciertas responsabilidades del empleador entre sí por contrato. Mientras la relación esté activa, TriNet tendrá la responsabilidad de pagar los sueldos según las instrucciones y con los fondos de su empresa, patrocinar y administrar los beneficios seleccionados por su empresa (si no se han repartido) y hacer otras funciones de recursos humanos que solicite su empresa. Por lo tanto, TriNet será su empleador de referencia para determinados fines administrativos. Sin embargo, su empresa es su empleador para otros fines administrativos y únicamente para manejar su vida laboral diaria (incluyendo, entre otros, su contratación, horas de trabajo, horario de trabajo, compensación, lugar de trabajo, condiciones de trabajo, deberes, supervisión, desempeño, conducta, licencia, disciplina, terminación y otros términos y condiciones de su trabajo).

Es posible que su empresa tenga otras políticas y procedimientos que se apliquen a usted en relación con su vida laboral diaria. Si tiene alguna pregunta sobre esas políticas, comuníquese con su empresa. Para su comodidad, es posible que su empresa haya elegido publicar algunas de sus políticas en la **plataforma** > Forms and Policies (formularios y políticas) > Policies (políticas) > the “Company” folder (carpeta de la empresa).

CÓMO COMUNICARSE CON TRINET

- **Plataforma TriNet:** Inicie sesión en TriNet (**login.TriNet.com**) y haga clic en Contact TriNet (comuníquese con TriNet). Si no puede iniciar sesión, **mire este video** corto o visite TriNet (**login.TriNet.com**) y seleccione una de las siguientes opciones: Forgot Password (olvidé mi contraseña), Forgot Login ID (olvidé mi identificación), Unlock Account (desbloquear cuenta), Login Help (ayuda para iniciar sesión).
- **Correo:** Use el correo normal cuando necesite enviar un documento original o cuando no haya otros medios de comunicación disponibles. A menos que le indiquen lo contrario, envíe su correspondencia a la dirección comercial de TriNet:

  TriNet
  Attn: [Agregue el departamento (es decir, Beneficios, Nómina, etc.)
  o el profesional de TriNet correspondiente]
  One Park Place, Suite 600
  Dublin, CA 94568

LA PLATAFORMA TRINET

TriNet le da una plataforma de tecnología segura basada en Internet para tratar ciertas necesidades sobre recursos humanos. Puede acceder a la **plataforma** mediante la web o la aplicación móvil TriNet.

Cuando su empresa lo contrató, recibió un correo electrónico de bienvenida de TriNet con información sobre cómo acceder a la plataforma y los elementos que debe completar:

- **Formulario I-9:** TriNet usa un proceso en línea seguro para establecer su identidad y autorización de empleo en el formulario I-9, según lo exige la ley federal. Si es empelado nuevo en la empresa, deberá completar la sección 1 del Formulario I-9 antes de su primer día de trabajo en la empresa. Su empresa debe completar la sección 2 del formulario I-9 en un plazo de tres días hábiles a partir de su primer día de trabajo en la empresa, según los requisitos del Servicio de Ciudadanía e Inmigración de los Estados Unidos (USCIS). Si es un empleado actual de su empresa que se incorpora a TriNet como empleado del lugar de trabajo, debe completar la sección de autorización de empleo si corresponde a su situación. Este proceso en línea seguro del formulario I-9 se inicia en la plataforma.
- **Formulario W-4:** Complete su Certificado de retención de impuestos para empleados antes o en su primer día de trabajo con TriNet.
- **Información personal:** Revise y actualice, si es necesario, su información personal, incluyendo su nombre, dirección de casa, dirección postal (si es diferente de la dirección de casa), dirección de correo electrónico, número de teléfono e información de contacto en caso de emergencia. Es importante que mantenga esta información actualizada para garantizar la entrega fiable, precisa y puntual de su nómina y de la información sobre sus beneficios.
- **Aviso de la Ley de Prevención del Robo de Salarios (WTPA):** Si corresponde, podrían pedirle a que revise y confirme que ha recibido el Aviso de WTPA. Deberá confirmar la recepción del aviso antes del primer día de incorporación a TriNet o ese día.
- **Opciones de pago electrónico:** If you decide to set up a direct deposit, complete your banking information with the financial account (or accounts) of your choosing. Alternatively, you may have the option to receive your pay via pay card. For more information, navigate to Money > Pay Options > Request Pay Card on the platform.
- **Inscripción para beneficios:** Si su empresa decide ofrecer beneficios y usted es un empleado elegible según los términos de los planes, acceda a la información sobre los beneficios patrocinados por TriNet, incluyendo la información sobre la inscripción, en la Guía de beneficios de TriNet, la Descripción resumida del plan y los Resúmenes de beneficios y cobertura (SBC), y elija su plan.
- **Orientación para nuevos empleados del lugar de trabajo:** Tiene acceso 24/7 cuando lo necesite, a la Orientación en línea para empleados nuevos en el lugar de trabajo en la plataforma. Esta orientación le dará una descripción general de los servicios que TriNet presta a sus clientes. TriNet lo anima a completar la orientación en el plazo de las dos primeras semanas de su incorporación a TriNet.

Además, puede acceder a lo siguiente desde la plataforma:

- Ver una copia electrónica de sus recibos de sueldo. Las copias históricas de sus recibos de sueldo de TriNet y hasta los cuatro años más recientes de los formularios W-2 están disponibles en línea.
- Ajustar sus retenciones de impuestos sobre la nómina.
- Acceder a un formulario de designación de beneficiarios para adiciones o cambios en sus beneficiarios de seguros de vida y AD&D, si corresponde.
- Recibir y revisar su estado de cuenta de compensación total, si lo habilita su empresa.
- Acceder a descuentos en artículos electrónicos, ropa, entretenimiento y mucho más mediante TriNet Marketplace.

Si usted es gerente y su empresa le ha dado acceso, la plataforma TriNet ofrece funciones adicionales para la contratación de nuevos empleados, despidos, informes, entrada de nóminas y administración de los empleados en el lugar de trabajo para su empresa.

ACUERDO DE TÉRMINOS Y CONDICIONES DE TRINET

Cuando inicie sesión por primera vez en la **plataforma**, se le pedirá que lee y acepte el Acuerdo de términos y condiciones de TriNet (TCA). El TCA tiene información importante sobre su relación de trabajo con TriNet, su uso de la plataforma TriNet y los servicios en línea, y el manejo de cualquier disputa que surja de su relación con TriNet, su empleo con la empresa y asuntos relacionados. Reconocer y aceptar el TCA es una condición para usar la plataforma y los servicios en línea, y para recibir los servicios de TriNet.

Después de aceptar el TCA, se le envía un correo electrónico de confirmación con una copia del TCA. El correo electrónico de confirmación también contiene otra información importante, incluyendo su Aviso general de los derechos de continuación de cobertura de COBRA, si es elegible para los planes médicos patrocinados por TriNet que ofrece su empresa. Asegúrese de leer ese aviso y familiarícese con sus derechos y obligaciones según COBRA.

SOLICITUDES DE VERIFICACIÓN DE EMPLEO E INGRESOS, REFERENCIAS Y OTRAS SOLICITUDES DE INFORMACIÓN DE LA EMPRESA POR PARTE DE TERCEROS

Verificación de ingresos o empleo

Puede acceder a instrucciones e información para obtener la verificación de ingresos o empleo (incluyendo cartas autogeneradas) en la **plataforma**.

Consultas sobre embargos y beneficios

Las consultas sobre embargos y beneficios pueden dirigirse a TriNet.

SI SE TERMINA LA RELACIÓN LABORAL

La **plataforma** queda disponible después de la terminación de su empleo con la empresa o de la terminación de su relación con TriNet para que pueda acceder a la información y a los documentos necesarios y actualizar sus datos de contacto para continuar recibiendo información importante de TriNet, como formularios de impuestos y avisos. La aplicación móvil TriNet ya no estará disponible. Si su relación o la de su empresa con TriNet finaliza por algún motivo, recibirá más información sobre la continuación de la cobertura de COBRA mediante el correo de EE. UU., si es elegible para dicha cobertura.

Empleo a voluntad y acoso, discriminación y represalias

EMPLEO A VOLUNTAD

A menos que lo prohíba la ley estatal o exista un acuerdo por escrito en contrario firmado por el director ejecutivo y presidente de TriNet, su relación con TriNet es “a voluntad”. Esta política de empleo a voluntad significa que, si no hay un acuerdo como el mencionado arriba, como empleado del lugar de trabajo, usted y TriNet tienen derecho a terminar la relación laboral en cualquier momento, con o sin causa, y con o sin previo aviso. Además, a menos que la ley estatal lo prohíba o exista un acuerdo por escrito entre usted y su empresa que establezca lo contrario, su empleo con la empresa es “a voluntad”, lo que significa que usted y su empresa tienen derecho a terminar la relación en cualquier momento, con o sin causa, y con o sin un aviso anticipado. Dicho esto, aunque su relación con TriNet finalice, eso no significa necesariamente que su empleo en su empresa haya finalizado o vaya a finalizar.

Ninguna conducta, la antigüedad, la entrega de este manual ni ninguna declaración general pueden modificar esta política de empleo a voluntad.

Política contra el acoso, la discriminación y las represalias

Su empresa se compromete a dar un ambiente de trabajo seguro y respetuoso, sin acoso, discriminación ni represalias ilegales. TriNet espera que su empresa tome todas las medidas razonables para mantener un lugar de trabajo que fomente relaciones laborales positivas.

DESCRIPCIÓN GENERAL

Se prohíbe cualquier forma de discriminación y acoso en el lugar de trabajo, incluyendo el acoso basado en el sexo o cualquier otra característica individual protegida por las leyes federales, estatales o locales. Su empresa debe tomar todas las medidas razonables para prevenir y tratar dicho comportamiento en su lugar de trabajo. Esta responsabilidad se extiende a todas las personas que participan en las operaciones de su empresa y prohíbe la discriminación y el acoso ilegales por parte de los empleados del lugar de trabajo, pasantes, solicitantes de empleo, trabajadores eventuales, proveedores, otros que presten servicios en el lugar de trabajo de conformidad con un contrato, clientes, voluntarios o visitantes.

PAUTAS GENERALES

Esta política prohíbe la discriminación, los actos de acoso y cualquier otra conducta que cree un ambiente de trabajo intimidante, hostil u ofensivo, o que interfiera irrazonablemente con el desempeño laboral en función de la edad, la raza, las características físicas históricamente asociadas con la raza (como el pelo natural, textura del pelo, tipo de pelo, largo del pelo y peinados protectores), color, origen nacional o estado migratorio, clase social, ciudadanía, estado de autorización de trabajo o el período de dicho estado, ascendencia, sexo, género (incluyendo embarazo, parto o condición relacionada con el embarazo o el parto), peso y estatura, toma de decisiones médicas reproductivas, identidad o expresión de género, orientación sexual, credo religioso, discapacidad física o mental, condición médica, información genética, estado de prueba del VIH, estado como víctima de un delito de violencia (como violencia doméstica, sexual o de género), estado civil, estado familiar, responsabilidades familiares, estado de veterano, estado militar, estado de Patrulla Aérea Civil o cualquier otra característica protegida por la ley federal, estatal o local.

Su empresa no debe tolerar esta conducta, independientemente de si pasa en las instalaciones de la empresa o fuera del sitio, incluso en Internet, en eventos sociales patrocinados por la empresa, durante viajes de negocios, sesiones de capacitación o conferencias.

Según esta política, la discriminación por "país de origen" también incluye la discriminación contra una persona que tiene o presenta una licencia de conducir del estado emitida específicamente para quienes no pueden registrar su presencia legal en los Estados Unidos. No se considerará el estado migratorio de los empleados del lugar de trabajo ni de los solicitantes para ningún fin laboral, excepto según sea necesario para cumplir la ley federal, estatal o local.

Los empleados del lugar de trabajo que violen esta política están sujetos a medidas disciplinarias, incluyendo el despido, por parte de su empresa. Además de las medidas disciplinarias que su empresa pudiera tomar, incluyendo la terminación del empleo, en caso de litigio, los infractores también pueden ser responsables de los honorarios del abogado, las multas por daños y otros costos de litigio.

ACOSO SEXUAL

En su empresa debe haber un entorno de trabajo libre de acoso sexual, y TriNet está disponible para ayudar a su empresa en este compromiso a pedido de su empresa. Esta política prohíbe los actos de acoso y cualquier otra conducta que cree un ambiente de trabajo intimidante, hostil u ofensivo, o que interfiera de manera injustificada en el desempeño laboral por motivos de sexo. El acoso sexual significa insinuaciones sexuales, pedidos de favores sexuales y conductas o comunicaciones verbales, no verbales o físicas de naturaleza sexual que no pide ni quiere el destinatario. Incluye:

- Pedirle a una persona que participe en actividades sexuales como condición de su empleo.
- Basar las decisiones sobre el trabajo según si la persona se sometió a dicha conducta o comunicación o si la rechazó.
- Tratar de hacer, crear o mantener un ambiente de trabajo hostil, intimidante u ofensivo, o interferir de manera injustificada en el desempeño laboral de una persona.

El acoso sexual puede ocurrir entre personas del mismo sexo o del sexo opuesto. El acoso sexual puede ocurrir después de que cambia una relación consensuada, por lo que el comportamiento que alguna vez fue aceptado por una persona, ya no lo es.
La definición de acoso sexual según esta política es amplia e incluye otras conductas de naturaleza sexual no pedidas ni queridas y que tienen un efecto, intencional o no, de crear un lugar de trabajo hostil, ofensivo, intimidante o humillante. Aunque no es posible mencionar todas las circunstancias que pueden constituir acoso sexual, estos son algunos ejemplos de conductas o comportamientos que pueden constituir acoso sexual:

- Hacer insinuaciones románticas o sexuales, independientemente de si implican contacto físico o no.
- Mirar con lascivia, silbar o tocar el cuerpo de otra persona.
- Hacer gestos sexuales.
- Mostrar objetos o imágenes sexualmente sugerentes.
- Decir o hacer chistes, bromas, caricaturas, apodos, insultos y epítetos sexualmente explícitos u ofensivos, y otras comunicaciones de naturaleza sexual.
- Insistir en socializar con otra persona después de que esta haya dicho que no.

OTROS TIPOS Y FORMAS DE ACOSO

Además del acoso sexual, esta política prohíbe todo otro tipo de acoso basado en la edad real o percibida de una persona, raza, características físicas históricamente asociadas con la raza (como pelo natural, textura del pelo, tipo de pelo, largo del pelo y peinados protectores), color, origen nacional o estatus migratorio, clase social, ciudadanía, estatus de autorización de trabajo o el período de dicho estatus, ascendencia, sexo, género (incluyendo embarazo, parto o condición relacionada con el embarazo o el parto), peso y estatura, toma de decisiones médicas reproductivas, identidad o expresión de género, orientación sexual, credo religioso, discapacidad física o mental, condición médica, información genética, estado de prueba de VIH, estado como víctima de un delito de violencia (como violencia doméstica, sexual o de género), estado civil, estado familiar, responsabilidades familiares, estado de veterano, estado militar, estado de Patrulla Aérea Civil o cualquier otra característica protegida por la ley federal, estatal o local. Esto incluye los comportamientos que tienen el propósito o el efecto de crear un ambiente de trabajo intimidante, hostil u ofensivo, o de interferir de manera injustificada en el desempeño laboral de una persona. Sin embargo, puede haber acoso incluso si la productividad de la persona acosada no ha disminuido como consecuencia del acoso.

Ejemplos de comportamientos inapropiados que pueden constituir acoso según esta política

- **Verbal:** Epítetos; comentarios despectivos, calumnias o insultos; chistes inapropiados, correos electrónicos o cualquier otra forma de comunicación por escrito, comentarios, sonidos u observaciones; invitaciones reiteradas a citas, amenazas, propuestas, correspondencia, llamadas telefónicas o regalos no pedidos ni queridos; u otros tipos de atención no querida.
- **Físico:** Ataques; obstaculizar o impedir el movimiento; interferencia física en el trabajo o en los movimientos habituales; contacto físico no querido e injustificado, como tocar, pellizcar, palmear, agarrar, rozar o pinchar el cuerpo de otro empleado.
- **Visual:** Imágenes insultantes o evidentemente ofensivas (ya sean fotos, carteles, caricaturas, dibujos, pinturas u otros tipos de imágenes); mostrar imágenes, escritos u objetos insultantes o evidentemente ofensivos; mirar con lujuria, mirar fijamente u observar con atención el cuerpo de otro empleado; mirar con lascivia; gestos sexualmente sugerentes o de carácter sexual.
- **Ciberacoso:** Acoso prohibido mediante medios de comunicación electrónicos, como el correo electrónico, mensajería instantánea (IM) o redes sociales; o mensajes publicados en un sitio web, blog o grupo de discusión.

El acoso prohibido puede ocurrir en interacciones individuales o grupales. No es posible especificar todas las acciones o palabras que podrían interpretarse como acoso. Un solo incidente de conducta de acoso puede constituir acoso, y un reclamo de ambiente de trabajo hostil se considerará teniendo en cuenta todas las circunstancias relevantes.

PROTECCIÓN CONTRA REPRESALIAS

Esta política prohíbe todo tipo de represalia contra un empleado del lugar de trabajo o cualquier otra persona que presente de buena fe una demanda por discriminación o acoso, o que participe de buena fe en una investigación que haga su empresa o sus agentes, o en una investigación, proceso judicial o audiencia dirigida por una agencia o un tribunal estatal o federal. Si usted cree que ha sido víctima o testigo de represalias, debe informar de inmediato su preocupación a su gerente o a cualquier otro directivo o representante de la empresa. Consulte la política de su empresa sobre cómo reportar quejas. También puede informar de su preocupación a TriNet, quien la enviará de inmediato al contacto de su empresa correspondiente para que su empresa tome las medidas adecuadas. Cualquier empleado del lugar de trabajo

que participe en represalias estará sujeto a medidas disciplinarias, que pueden incluir el despido, por parte de su empresa.

INFORMAR E INVESTIGAR ACTOS DE DISCRIMINACIÓN, ACOSO O REPRESALIAS

Se alienta a todos los empleados del lugar de trabajo a documentar cualquier incidente que involucre discriminación, acoso y agresión sexual lo antes posible. Si usted cree que ha sido víctima o testigo de conductas que violan esta política, debe informar de inmediato dicha conducta a su gerente o a cualquier otro directivo o representante de la empresa. Consulte la política de su empresa sobre cómo reportar quejas. En caso de que la conducta se informe directamente a TriNet mediante uno de los métodos indicados en la sección **Cómo comunicarse con TriNet** de este manual, TriNet informará inmediatamente dicha conducta al gerente o a un representante de la empresa apropiado para que su empresa tome las medidas adecuadas.

Los gerentes que reciban demandas de acoso, o se enteren o sospechen de infracciones de esta política, deben informarlas de inmediato al contacto designado para dichas demandas en su empresa. No hacerlo es una forma de mala conducta y su empresa es responsable de tomar las medidas correctivas o disciplinarias apropiadas, incluyendo orientación, suspensión o terminación del empleo, contra el personal de supervisión o gerencia que a sabiendas permite la discriminación, comportamiento de acoso o represalia para continuar. En caso de que un gerente de la empresa informe de una demanda recibida o sospechas de violaciones de esta política directamente a TriNet mediante uno de los métodos indicados en la sección **Cómo comunicarse con TriNet** de este manual, TriNet informará inmediatamente de dicha demanda o sospecha de violación a su empresa.

Su empresa es responsable de hacer directamente, u obtener de un tercero, una investigación de todos los informes de demandas de manera rápida, exhaustiva, objetiva y confidencial posible de una manera que dé a todas las partes el debido proceso y llegue a conclusiones razonables basadas en la evidencia recopilada. Su empresa espera que todos los empleados del lugar de trabajo cooperen plenamente en cualquier investigación. Cuando termine la investigación, la empresa comunicará la conclusión apenas sea posible. No se tolerará ninguna forma de acoso sexual. Si la investigación confirma que un empleado del lugar de trabajo u otra persona cubierta por esta política participó en discriminación, acoso o represalias y, por lo tanto, violó esta política, su empresa es responsable de tomar las medidas correctivas o disciplinarias adecuadas, que pueden incluir consejería, suspensión o terminación del empleo, en contra de esa persona. Su empresa también es responsable de tomar las medidas adecuadas para tratar la discriminación o el acoso por parte de los empleados que no están en el lugar de trabajo.

Si se determina que hubo acoso prohibido, su empresa tomará las medidas correctivas adecuadas, incluyendo la terminación de la relación laboral con el empleado del lugar de trabajo que haya acosado. Además, tomará las medidas necesarias para prevenir más violaciones a esta política.

Si el acoso implica contacto físico no deseado, confinamiento físico forzado o actos sexuales forzados, la conducta puede constituir un delito. Comuníquese con el Departamento de Policía (Police Department) local.

Agencias estatales: En un esfuerzo por ayudar a garantizar el cumplimiento de todas las agencias estatales y locales aplicables que tienen requisitos de cumplimiento adicionales relacionados con la discriminación, el acoso y cómo demandarlo, la sección **Apéndice** del manual contiene información sobre algunos requisitos estatales y locales específicos e información sobre informes. Las agencias estatales aceptarán e investigarán las acusaciones de discriminación o acoso ilegal sin costo para la parte demandante. Si se determina que hubo

acoso sexual, las agencias estatales tienen la autoridad para dar una compensación, variable, pero que puede incluir pedirle a la empresa que tome medidas para detener el acoso o reparar el daño causado, incluyendo el pago de daños monetarios, honorarios de abogados y multas civiles.

PROTECCIONES LEGALES Y RECURSOS EXTERNOS

El acoso sexual, como lo definen las leyes federales, estatales y locales aplicables (incluyendo, entre otras, la Sección 6-010-020 de la Ordenanza de derechos humanos de Chicago), está prohibido por su empresa y también por las leyes estatales, federales y, en su caso, locales. Revise la sección **Apéndice** del manual para obtener una lista no exhaustiva de definiciones de acoso sexual para ciertos estados y localidades. Además del proceso interno en su empresa, los empleados del lugar de trabajo también pueden pedir recursos legales en estas entidades del gobierno.

Comisión para la Igualdad de Oportunidades en el Empleo (EEOC)

La Comisión para la Igualdad de Oportunidades en el Empleo (EEOC) de los EE. UU. hace cumplir las leyes contra la discriminación, incluyendo el título VII de la Ley Federal de Derechos Civiles de 1964 (codificada como artículo 2000e y siguientes del título 42 del Código de los Estados Unidos). Un empleado del lugar de trabajo puede presentar una queja ante la EEOC. No hay costo por presentar una queja ante EEOC. EEOC investigará la queja y determinará si hay causa razonable para creer que hubo discriminación, en ese momento EEOC extenderá una carta de Derecho a demandar permitiendo a la persona presentar una queja ante una corte federal.

EEOC no hace audiencias ni adjudica indemnizaciones, pero puede tomar otras medidas incluyendo presentar casos antes las cortes federales en beneficio de las partes que presentan la queja. Las cortes federales pueden adjudicar indemnizaciones si se determina que ocurrió la discriminación.

Un empleado del lugar de trabajo que alegue discriminación en el trabajo puede presentar un “Charge of Discrimination” (Cargo de discriminación). La EEOC tiene oficinas de distrito y de área, y oficinas locales en las que pueden presentarse quejas. Comuníquese con la EEOC llamando al 800.669.4000 (TTY: 800.669.6820), visitando el sitio web **eeoc.gov** o enviando un correo **info@eeoc.gov**.

Agencias estatales: Las agencias estatales aceptarán e investigarán las acusaciones de discriminación o acoso ilegal sin costo para la parte demandante. Si se determina que hubo acoso sexual, las agencias estatales tienen la autoridad para dar una compensación, que varía y que puede incluir pedirle a la empresa que tome medidas para detener el acoso o reparar el daño causado, incluyendo el pago de daños monetarios, costos del abogado y multas civiles.

Consulte la sección **Informar e investigar discriminación, acoso o represalias** de este manual para obtener más información.

Información y políticas generales de empleo

IGUALDAD DE OPORTUNIDADES EN EL EMPLEO

TriNet y su empresa están comprometidos con los principios de igualdad en el empleo y cumplen todas las leyes y reglamentos federales, estatales y locales aplicables sobre igualdad de oportunidades en el empleo. Los términos y condiciones de su relación laboral con todos los empleados del lugar de trabajo no deben ser discriminatorios—independientemente de la edad, la raza, las características físicas históricamente asociadas con la raza (como pelo natural, textura del pelo, tipo de pelo y peinados protectores), color, origen nacional o estado migratorio, clase social, ciudadanía, estado de autorización de trabajo o el período de dicho estado, ascendencia, sexo, género (incluyendo el embarazo, parto o condición relacionada con el embarazo o el parto), peso o estatura, toma de decisiones médicas reproductivas, identidad o expresión de género, orientación, credo religioso, discapacidad física o mental, condición médica, información genética, estado de prueba de VIH, estado como víctima de un delito de violencia (como violencia doméstica, sexual o de género), estado civil, estado familiar, responsabilidades familiares, estado de veterano, estado militar, estado de Patrulla Aérea Civil o cualquier otra categoría o clase protegida que pueda ser aplicable a usted en la jurisdicción donde está empleado.

Además, según la ley federal y las leyes estatales y locales vigentes, su empresa puede estar obligada por ley a hacer adaptaciones razonables cuando sea necesario para las personas con discapacidades conocidas, incluyendo las limitaciones conocidas relacionadas con el embarazo, el parto o las condiciones médicas relacionadas, siempre que dichas personas estén calificadas para desempeñar las funciones y tareas esenciales del trabajo, con o sin adaptaciones, y que las adaptaciones no representen una dificultad excesiva para la empresa ni causen una amenaza directa para la salud y la seguridad de los empleados del lugar de trabajo que tengan una discapacidad o de otras personas. Es posible que se apliquen requisitos específicos conforme a las leyes federales, estatales o locales adicionales a las solicitudes de adaptaciones razonables cuando las limitaciones estén relacionadas con el embarazo, los resultados del embarazo, el parto o las condiciones médicas relacionadas. Su empresa también dará, cuando sea apropiado, adaptaciones razonables para sus creencias o prácticas religiosas. Cualquier solicitante o empleado del lugar de trabajo que requiera una adaptación razonable durante el proceso de solicitud o para hacer las funciones esenciales del trabajo debe comunicarse con el gerente o el representante de la empresa para pedir dicha adaptación. En caso de que haga la solicitud a TriNet directamente, TriNet informará inmediatamente de dicha solicitud al gerente o al representante de la empresa para que su empresa tome las medidas correspondientes.

Si tiene algún motivo para creer que a usted (o a otra persona) no lo trataron según esta política, debe informar inmediatamente a su gerente o a cualquier otro directivo o representante de su empresa, o a TriNet, de que remitirá su informe al contacto adecuado de su empresa para que esta tome las medidas oportunas. Todos los gerentes deben informar inmediatamente de esos asuntos a un contacto de su compañía.

CATEGORÍAS DE EMPLEO

Para tratar cuestiones sobre las nóminas, los beneficios y otros temas, los empleados del lugar de trabajo se clasifican de varias maneras. Ninguna de las categorías modifica la política de empleo a voluntad.

CATEGORÍAS GENERALES

Su empresa lo asignará a una de las siguientes cuatro categorías de empleo en un momento dado:

- **Los empleados de tiempo completo en el lugar de trabajo** están programados regularmente para trabajar 30 horas o más por semana (20 horas o más por semana en Hawái) y generalmente son elegibles para elegir la cobertura según el Plan de Beneficios de TriNet (esto se aplica a los empleados del lugar de trabajo solo si la empresa cliente tiene contrato con TriNet para dar beneficios mediante TriNet). Para obtener más información, consulte la Guía de beneficios de TriNet y la Descripción resumida del plan ("Guía de beneficios") en la plataforma.
- **Los empleados de tiempo parcial en el lugar de trabajo** trabajan habitualmente menos de 30 horas por semana (20 horas por semana en Hawái). Los empleados de tiempo parcial no son elegibles para elegir la cobertura del Plan de beneficios de TriNet (si su empresa decide ofrecer beneficios), pero pueden ser elegibles para ciertos beneficios voluntarios según se explica en la sección Beneficios patrocinados por TriNet de este manual.
- **Los empleados eventuales o intermitentes del lugar de trabajo** por lo general no tienen horarios especificados ni son elegibles para pedir la cobertura del Plan de beneficios de TriNet (si su empresa decide ofrecer beneficios). Sin embargo, los empleados eventuales o intermitentes del lugar de trabajo pueden ser elegibles para pedir determinados beneficios voluntarios, según se explica en la sección Beneficios patrocinados por TriNet de este manual.
- **Los empleados temporales del lugar de trabajo** son contratados solo para trabajar por un período, proyecto o tarea específica, ya sea a tiempo completo o parcial. Los empleados temporales del lugar de trabajo no son elegibles para pedir cobertura conforme al Plan de beneficios de TriNet (a menos que la empresa cliente sea un empleador importante aplicable según lo define la Ley del Cuidado de Salud a Bajo Precio y el trabajador temporal cumpla los requisitos de elegibilidad de beneficios); y puede ser elegible para pedir ciertos beneficios voluntarios. Los empleados temporales del sitio de trabajo conservan su estado temporal, a menos que el gerente correspondiente de la empresa cliente apruebe un cambio de categoría por escrito y que, a partir de ese momento, TriNet acepte y apruebe ese cambio.

Solo los empleados del lugar de trabajo de TriNet pueden ser elegibles para los beneficios patrocinados por TriNet ofrecidos por su empresa. Para obtener más información, consulte el capítulo Elegibilidad en la Guía de beneficios en la plataforma.

Si tiene alguna pregunta sobre su categoría de empleo, consulte a su empresa.

ESTADO DE EMPLEADO EXENTO Y NO EXENTO

Su empresa, y no TriNet, es responsable de determinar si usted es exento o no exento, según se define en la Ley de Normas Justas de Trabajo y en las normas estatales y locales equivalentes. Su estado de empleado exento o no exento corresponde a su elegibilidad para el pago de horas extras y otros derechos legales. Este estado se determina según la ley vigente y factores como la naturaleza de su trabajo, sus obligaciones y responsabilidades, y su compensación.

Los empleados del lugar de trabajo no exentos pueden ser asalariados o pagados por hora por cada hora trabajada en un período de pago y, en general, pueden recibir el pago de horas extras, según las reglamentaciones de horas extras aplicables, entre otros requisitos y derechos aplicables. Para saber las políticas y los procedimientos de horas extras que se aplican a usted, consulte con su empresa.

A los empleados del lugar de trabajo exentos generalmente se les exige que se les pague con base en un salario y no son elegibles para el pago de horas extras, entre otros requisitos y derechos aplicables. La compensación de un empleado exento no depende de la cantidad de horas que trabaje por semana. Si tiene preguntas sobre su estado, comuníquese con su empresa

ACCESO A LOS REGISTROS DEL PERSONAL

TriNet y sus empresas clientes llevan ciertos registros, pero no necesariamente los mismos, para los empleados del lugar de trabajo. Para pedir registros del personal que conserva TriNet, el empleado o exempleado del lugar de trabajo debe comunicarse con TriNet. Las solicitudes de registros conservados por una empresa cliente de TriNet deben hacerse directamente a la empresa cliente.

El personal debidamente autorizado de la empresa cliente también puede acceder a la información de los empleados del lugar de trabajo de su empresa, a menos que la ley exija lo contrario. Se puede dar acceso a las agencias del gobierno a los registros de los empleados del lugar de trabajo, según la ley, y a otros terceros si hay una citación o una orden judicial.

CESE DE LA RELACIÓN LABORAL

En el momento en el que se termine su relación laboral con su empresa, también terminará su relación laboral con TriNet. Recibirá su sueldo final o el pago de su sueldo por depósito directo o por cheque, según corresponda o como lo exija la ley, y le enviaremos cualquier aviso u otra comunicación a la dirección más reciente que TriNet tenga registrada.

Para asegurarse de continuar recibiendo avisos y comunicaciones importantes de TriNet, asegúrese de que su dirección actual, dirección postal (si es diferente a su dirección) y dirección de correo electrónico estén siempre actualizados en la **plataforma**.

Incluso después de dejar de trabajar en su empresa (y de finalizar su relación con TriNet), la **plataforma**, excepto mediante la aplicación TriNet Mobile, estará disponible para que pueda acceder a cierta información (como registros históricos de pagos, información sobre beneficios y formularios fiscales) que pueda necesitar. Su información de inicio de sesión y su contraseña seguirán siendo las mismas, a menos que las cambie.

Pago, registro de horas y licencias

DEPÓSITO DIRECTO/TARJETAS DE PAGO

Puede elegir que TriNet deposite automáticamente su cheque de pago en una cuenta de casi cualquier banco. Según el programa de depósito directo, TriNet transfiere los fondos electrónicamente, que tendrán validez a partir del mismo día de su pago habitual. Puede configurar y administrar sus cuentas de depósito directo mediante la **plataforma**. En algunos casos, también puede recibir su sueldo mediante una tarjeta de pago. Si usted tiene alguna pregunta sobre el depósito directo o las tarjetas de pago, comuníquese con TriNet.

DÍA DE PAGO Y CHEQUES DE PAGO

Si recibe un cheque de pago físico (en papel) por lo general, recibirá su cheque de pago o recibo de sueldo físico por correo en el plazo de una semana a partir del final del período de pago correspondiente. Visite la **plataforma** para obtener información específica sobre los ciclos de pago.

Si usted no recibe su cheque de pago o depósito directo, o si sospecha que hay un error en su cheque de pago, comuníquese de inmediato con su empresa o con TriNet.

TriNet no da adelantos de nóminas ni créditos a los empleados del lugar de trabajo.

DEDUCCIONES DE NÓMINA

Las deducciones de nómina se clasifican en voluntarias o involuntarias.
Las deducciones voluntarias se hacen si usted se inscribe o está inscrito de manera predeterminada en alguno de estos programas o servicios patrocinados por TriNet (siempre que sea elegible):

- Seguro médico (médico, dental o de la vista)
- Cuenta de gastos flexibles (FSA) para la atención médica o el cuidado de día de dependientes
- Cuenta de ahorro para gastos médicos (HSA)
- Seguro de vida complementario
- Seguro complementario por discapacidad de corto y largo plazo
- Seguro complementario por muerte accidental y pérdida de miembros

También se pueden tomar deducciones voluntarias si elige inscribirse en cualquiera de los siguientes (suponiendo que sea elegible):

- Plan TriNet 401(k) o plan TriNet Select 401(k)
- Beneficios para quienes viajan a diario
- Beneficios voluntarios
- Otros beneficios o servicios similares que puedan requerir su contribución voluntaria

Su primer cheque de pago después de que TriNet recibe y procesa su inscripción en los beneficios patrocinados por TriNet puede reflejar deducciones retroactivas para los planes en los que usted se inscribió y entraron en vigor en su fecha de elegibilidad para los beneficios.

Si participa en un plan médico y, si corresponde, en una HSA patrocinada por su empresa y no por TriNet, no será elegible para participar en un plan médico ni en una HSA patrocinados por TriNet. Usted entiende que su empresa puede solicitar que TriNet haga deducciones de su pago para las tarifas médicas y, si corresponde, para las contribuciones a la HSA asociadas con el plan médico o la HSA que patrocina su empresa en los que participa. Estas deducciones aparecerán en su talón de pago como una cantidad de deducción general y se informarán según corresponda en su Formulario W-2.

Si su empresa le da un plan de jubilación de un solo empleador y usted elige contribuir, TriNet puede retener deducciones de su pago para hacer esas contribuciones. También es posible que su empresa inicie otras deducciones voluntarias de su pago que TriNet puede procesar según la autorización de su empresa.

Las deducciones involuntarias son aquellas ordenadas por una agencia del gobierno, o por una orden judicial, un gravamen o una asignación de sueldo, que la ley puede exigir que reconozcamos. Algunos ejemplos de deducciones obligatorias que TriNet generalmente debe hacer hasta que alcance la cantidad requerida son:

- Retención de impuestos federales sobre la renta
- Seguridad Social (FICA)
- Seguro estatal por discapacidad (SDI) u otros programas del estado, como la ausencia médica y familiar pagada (según corresponda)
- Medicare
- Impuestos locales (según corresponda)
- Manutención infantil (según corresponda)
- Embargos (según corresponda)

Su declaración de sueldo le da información del período de pago vigente y del año hasta la fecha sobre las deducciones de su cheque de pago. Para obtener más información que lo ayude a entender su cheque de pago, incluyendo las abreviaturas usadas para describir las deducciones y otra información del recibo de sueldo, visite la **plataforma**.

Esta política prohíbe toda deducción de pago inadecuada. Si tiene alguna pregunta sobre sus deducciones o si sospecha que le hicieron una deducción incorrecta o inadecuada, comuníquese de inmediato con TriNet o con su empresa.

REGISTRO DE HORAS

Solo su empresa determinará su horario de trabajo.

TriNet depende de manera única y exclusiva de la información que presenta su empresa para procesar la nómina, incluyendo las horas trabajadas y las tarifas de pago. Por lo tanto, es indispensable que usted y su empresa se aseguren de que todos los registros de horas trabajadas sean precisos antes de presentarlos a TriNet para su procesamiento.

Todos los empleados no exentos del sitio de trabajo son responsables de registrar con precisión las horas trabajadas. Si es un empleado no exento del lugar de trabajo y trabaja fuera de las horas habituales, trabaja fuera del horario de trabajo o trabaja horas extras, independientemente de que haya obtenido la aprobación previa de su empresa, debe registrar todas las horas que trabaje, sin excepción. Le pagarán todas las horas trabajadas a la tarifa adecuada.

Si usted es un empleado del lugar de trabajo no exento, su empresa es responsable de informarle del sistema de manejo de horas que debe usar para registrar su tiempo y darle capacitación sobre cómo usarlo para registrar con precisión todas las horas trabajadas (incluyendo cuestiones como el registro de las horas de inicio y finalización y los períodos de descanso y comidas). No puede registrar las horas de ninguna otra persona.

Si hay un error en el registro de sus horas, debe comunicarse con su empresa de inmediato para que pueda corregirse. Su empresa es responsable de tratar cualquier error en los registros de horas.

PERÍODOS DE DESCANSOS Y COMIDAS

Las leyes y las reglamentaciones estatales determinan si su empresa debe darle comidas y períodos de descanso, y de qué manera. Su empresa determina exclusivamente su horario de trabajo, incluyendo cualquier período de comida y descanso exigido, cuándo deben darse y su duración. Si es un empleado no exento del sitio de trabajo, consulte a su empresa sobre sus políticas o prácticas de períodos para comer y para descansar. Recuerde que debe registrar con precisión todas las horas trabajadas, sin excepción.

HORAS EXTRAS TRABAJADAS Y PAGO DE HORAS EXTRAS

Los empleados no exentos del lugar de trabajo son elegibles para recibir el pago de horas extras trabajadas. Lo que constituye las horas extras trabajadas depende del lugar donde trabaje. La tarifa de horas extras vigente depende de si se aplican normas federales o estatales (o locales). Pídale información a su empresa sobre qué son las horas extras para usted y sobre su tarifa de horas extras. Recuerde que debe registrar con precisión todas las horas trabajadas, sin excepción, incluso si el tiempo trabajado indica que trabajó horas extras. Si cree que no ha recibido la compensación correspondiente por todas las horas trabajadas, incluyendo las horas extras que cree que le deben, dígaselo de inmediato a su empresa.

LICENCIAS PAGADAS Y NO PAGADAS

Para ver la política vigente de su empresa sobre la licencia pagada, visite la **plataforma** o comuníquese con su gerente. Su empresa—no TriNet—establece sus propias políticas y prácticas para todos los tipos de licencia pagada, si corresponde.

LICENCIAS

Los empleados del lugar de trabajo que deban faltar durante siete o más días naturales por motivos que no sean tiempo libre pagado (PTO), licencia pagada por enfermedad, vacaciones pagadas u otros planes de tiempo libre según las políticas estándar de tiempo libre ganado de su empresa, pueden pedir una licencia.

Según la ley aplicable, su empresa puede dar licencias por diversos motivos, incluyendo discapacidad médica; su condición grave o la de un familiar calificado; embarazo; vinculación con un niño recién nacido; licencia militar; u otros motivos basados en las leyes locales, estatales y federales aplicables y en las políticas de su empresa. Su empresa puede darle una licencia no pagada, pero también puede permitirle usar las vacaciones, la licencia por enfermedad, el PTO o cualquier otra licencia pagada que ofrezca la empresa para sustituir la licencia no pagada.

Para pedir una licencia, debe notificar a su empresa apenas sea posible para ayudar a garantizar la toma de decisiones y el procesamiento oportunos (si su empresa aprueba la licencia). Es posible que también se le exija notificar con una antelación mínima a su empresa y a determinadas compañías de seguros su necesidad de tomar una licencia, de conformidad con las leyes locales, estatales y federales aplicables. Puede encontrar información adicional en la Guía de beneficios en la **plataforma**.

Una licencia puede afectar a los beneficios de su seguro médico patrocinados por TriNet. Antes de iniciar una licencia, deberá acordar la parte del costo que le corresponde de los beneficios patrocinados por TriNet o de los beneficios voluntarios, si los hubiera. Comuníquese con su empresa para acordar los pagos de los costos del seguro de los que normalmente sería responsable, si los hubiera, especialmente si su licencia es no pagada. Según la naturaleza de su licencia, es posible que le den más instrucciones e información por separado.

Para obtener consideraciones detalladas sobre la continuación de los beneficios patrocinados por TriNet durante la licencia, incluyendo la elegibilidad para elegir COBRA y lo que sucede con sus beneficios patrocinados por TriNet cuando regrese al trabajo, consulte la Guía de beneficios.

EVENTOS DE CAMBIO DE ESTADO DE VIDA

En el período de licencia, es posible que se produzca un evento que cambie su situación de vida y le permita hacer cambios en su cobertura de beneficios patrocinados por TriNet. Por ejemplo, el nacimiento de un hijo es un evento que cambia su situación de vida y le permite agregar a su hijo recién nacido como un dependiente cubierto. Otros ejemplos de eventos habituales que cambian la situación de vida incluyen casarse, adoptar un niño, divorciarse o separarse legalmente, y perder la elegibilidad para recibir Medicare o el Programa Estatal de Seguro Médico para Niños (SCHIP). Debe presentar su inscripción o cambios a TriNet en un plazo de 30 días (60 días en caso de nacimiento, adopción o cambio de SCHIP) a partir de ese evento para ser elegible para hacer cambios en sus beneficios. Puede presentar una solicitud de cambio en su situación de vida para su cobertura de beneficios patrocinados por TriNet, electrónicamente—mediante la pestaña Beneficios en la **plataforma**, o mediante un formulario en papel de elección de beneficios, según el tipo de evento. Para obtener más ayuda, comuníquese con TriNet.

SERVICIO MILITAR

Si se incorpora a una división de las Fuerzas Armadas de los EE. UU. o si es miembro de la reserva de las Fuerzas Armadas de los EE. UU. o de la Guardia Nacional, tiene derecho a obtener una licencia. La Ley de Derechos de Empleo y Reempleo de los Servicios Uniformados (USERRA) de 1994 da derechos de licencia mejorados y protecciones laborales para los empleados del lugar de trabajo que falten por prestar servicio militar. La USERRA prohíbe la discriminación en el trabajo y las represalias contra toda persona que haya sido, sea o aplique para ser miembro de los servicios uniformados, o contra quien preste o tenga la obligación de prestar servicio en los servicios uniformados. Algunas leyes estatales también dan derechos de licencia a los empleados del lugar de trabajo que soliciten licencia para prestar servicio militar. Para obtener más información sobre la ley USERRA o una ley estatal similar, comuníquese con su empresa, visite el sitio web de USERRA o comuníquese con la oficina regional o del distrito del Servicio de Empleo y Capacitación para Veteranos (VETS) del Departamento de Trabajo (Department of Labor) de los Estados Unidos en su área.

LICENCIA POR MATERNIDAD

Algunos estados dan derechos de licencia específicos por embarazo, nacimiento y condiciones médicas relacionadas. Para obtener más información, consulte las demás políticas de su empresa o comuníquese con TriNet.

LICENCIA PAGADA POR ENFERMEDAD Y SEGURIDAD Y TIEMPO LIBRE GANADO POR OTROS MOTIVOS

Algunos estados, condados y ciudades dan derechos específicos a los empleados del lugar de trabajo para cubrir diversas necesidades de licencia por enfermedad y seguridad o necesidad de licencias por otros motivos, incluyendo, entre otros, el tiempo personal. Consulte las políticas vigentes de su empresa. También puede comunicarse con TriNet para obtener más información.

LEY DE AUSENCIA MÉDICA Y FAMILIAR (FMLA)

Si su empresa contrata a 50 empleados o más en un radio de 75 millas, puede estar cubierta por la Ley de Ausencia Familiar y Médica (FMLA). La FMLA exige que los empleadores cubiertos les den hasta 12 semanas de licencia no pagada, con protección del trabajo, a los empleados elegibles por determinados motivos médicos o familiares. Para obtener más información, consulte la política de la FMLA, que no se incluye en este manual..

PREGUNTAS

Si usted tiene preguntas sobre cualquier tipo de licencia, comuníquese con su empresa. La responsabilidad de implementar y hacer cumplir las políticas sobre el cumplimiento y la declaración precisa de sus salarios (incluyendo comisiones y bonificaciones), horas trabajadas, períodos de comida y descanso exigidos por ley, horas extras, determinadas licencias acumuladas y disfrutadas (p. ej., vacaciones y PTO), licencias y asuntos relacionados es responsabilidad exclusiva de su empresa, sobre la que TriNet no tiene manejo alguno.

Seguridad

Su empresa es responsable de garantizar el cumplimiento de los requisitos de salud y seguridad en su lugar de trabajo, pero todos los empleados del lugar de trabajo deben colaborar para que el lugar de trabajo sea seguro y no tenga ningún tipo de peligro.

QUÉ DEBE HACER SI TIENE UNA LESIÓN RELACIONADA CON EL TRABAJO

Informe de inmediato o apenas pueda de cualquier lesión a su empresa o a su gerente. Si su gerente no está disponible para ayudarlo a informar de un reclamo y su empresa está cubierta por la política de compensación de trabajadores de TriNet, comuníquese con el equipo de reclamos de compensación de trabajadores de TriNet a **wcclaims@TriNet.com** (quienes avisarán a su empresa). Si su gerente no está disponible y su empresa no participa en el programa de compensación de trabajadores de TriNet, debe comunicarse con otro gerente o con el contacto de Recursos Humanos de su empresa para obtener información sobre el informe.

Si su empresa está cubierta según la política de compensación para trabajadores de TriNet, debe informar la lesión llamando a la línea de informes de TriNet exclusiva de su empresa o directamente a la aseguradora. Si necesita atención médica de emergencia, vaya al centro médico más cercano o llame al 911. La lesión debe informarse en un plazo de 24 horas desde que ocurrió para que el reclamo pueda informarse a la empresa de compensación de trabajadores de TriNet.

SEGURIDAD EN EL LUGAR DE TRABAJO Y POLÍTICA CONTRA LA VIOLENCIA

Usted está obligado a informar de inmediato a su empresa todas las amenazas o actos de violencia potenciales o reales contra usted o sus compañeros de trabajo. También puede enviar dichos informes a TriNet, que los remitirá inmediatamente al contacto correspondiente de su empresa para que esta tome las medidas adecuadas.

Si sabe de un acto de violencia inminente o de una amenaza de violencia inminente o violencia real, no debe intentar manejar la situación por su cuenta. En su lugar, infórmelo de inmediato a su empresa y comuníquese con las autoridades policiales llamando al 911.

Si sabe de una conducta insegura o peligrosa para la seguridad en su lugar de trabajo o si tiene sugerencias para mejorar la seguridad en el lugar de trabajo, debe dar esa información a su empresa, o puede enviar dichos informes a TriNet, quien los enviará de inmediato a su contacto adecuado en la empresa. Los empleados del lugar de trabajo pueden informar de cualquier preocupación relacionada con la seguridad sin temor a represalias de ningún tipo, y también pueden estar protegidos si se niegan a acudir o abandonan un lugar o centro de trabajo que consideren que no es seguro por una condición de emergencia (condiciones de desastre o peligro causadas por fuerzas naturales o un acto delictivo, o una orden de evacuar un lugar de trabajo, la casa de un trabajador o la escuela del hijo de un trabajador). Para obtener más información, consulte las políticas de seguridad y protección en el lugar de trabajo de su empresa.

Beneficios patrocinados por TriNet

APLICABILIDAD

Este capítulo solo se aplica a los empleados del lugar de trabajo elegibles para recibir los beneficios cuya empresa tiene un contrato con TriNet que les permite recibir los beneficios patrocinados por TriNet. Toda persona que TriNet no reconozca como empleado elegible del lugar de trabajo no será elegible para los beneficios patrocinados por TriNet.

DÓNDE PUEDE OBTENER MÁS INFORMACIÓN

Los beneficios pueden ser un tema difícil, por lo que TriNet ofrece una Guía de beneficios detallada para ayudarlo a entender sus opciones de beneficios. La Guía de beneficios también sirve como una descripción resumida del plan (SPD) que exige la Ley de Seguridad de los Ingresos de Jubilación de los Empleados (ERISA) de 1974 y sus enmiendas. TriNet le da la Guía de beneficios y la SPD en un único formulario integrado para evitar confusiones con los documentos por separado. La Guía de beneficios describe, entre otras cosas, la elegibilidad para los beneficios según el Plan de beneficios de TriNet e incluye los avisos de beneficios requeridos. Además, los certificados de cobertura de la empresa aseguradora—llamados Certificados de la aseguradora—tienen información detallada sobre todos los beneficios patrocinados por TriNet. La Guía de beneficios y los Certificados de la empresa están disponibles en cualquier momento en la **plataforma**, que también incluye la siguiente información útil:

- La posibilidad de ver sus beneficios actuales patrocinados por TriNet y sus dependientes inscritos
- Un enlace rápido a los saldos de la FSA y a la historia de transacciones (si están patrocinados por TriNet)
- Preguntas frecuentes
- Información de contacto de la empresa de seguros
- Formularios relacionados
- Inscripción en línea para los nuevos empleados elegibles del lugar de trabajo para beneficios (p. ej., empleados nuevos)

Aviso importante: Si hubiera una contradicción entre la información incluida en el material de orientación sobre los beneficios de TriNet (incluyendo, entre otro, la información de los sitios web de TriNet, la Declaración de confirmación de beneficios, la Guía de beneficios, cualquier folleto electrónico o impreso, cartas, correos electrónicos, mensajes de texto, este manual y declaraciones de colegas de TriNet) y el documento del Plan de beneficios de TriNet, prevalecerá el documento del plan. Además, si hubiera algún conflicto entre el Certificado de la aseguradora y el documento del Plan de beneficios de TriNet, cualquier descripción resumida del plan de TriNet, declaraciones hechas por un colega de TriNet o cualquier otro material de orientación sobre los beneficios de TriNet (incluyendo, entre otros, los descritos arriba), el Certificado de la aseguradora prevalecerá excepto sobre la elegibilidad para participar en el Plan. Es importante tener en cuenta que, aunque algunos Certificados de la aseguradora listan a los dependientes que “pueden” estar cubiertos si el Plan lo permite, las disposiciones de elegibilidad de los dependientes están determinadas únicamente por el documento del Plan y la Guía de beneficios.

PROGRAMA DE AYUDA PARA EMPLEADOS

TriNet ofrece acceso a un Programa de asistencia al empleado (EAP) para usted, su cónyuge o pareja y sus dependientes, como parte del servicio que TriNet presta a su empresa. El EAP da asistencia confidencial las 24 horas por estrés, abuso de sustancias y problemas económicos, familiares o de relaciones, además de recursos en línea. Puede encontrar más información en la plataforma.

Beneficios requeridos por ley

Usted tiene derecho a recibir determinados beneficios según la ley, independientemente de su categoría o clasificación de empleo, siempre que cumpla ciertas condiciones. Estos beneficios obligatorios incluyen aquellos que se explican en este capítulo (si corresponde).

SEGURO ESTATAL DE DISCAPACIDAD Y LICENCIA FAMILIAR Y MÉDICA PAGADA

Algunos estados y localidades dan una forma de seguro de discapacidad limitada o un seguro de licencia familiar y médica pagada. Si trabaja en una de estas áreas, puede ser elegible para pagos limitados del seguro por discapacidad si no puede trabajar por una enfermedad o lesión no causada por su trabajo (las condiciones relacionadas con el trabajo están cubiertas por la compensación de trabajadores), o pagos del seguro por licencia familiar y médica pagada por motivos médicos similares u otros motivos como, entre otros, el cuidado de familiares enfermos o heridos, la vinculación con un recién nacido o un niño recién acogido, y ciertos motivos relacionados con exigencias militares.

Los términos y la cantidad de la cobertura del seguro están sujetos a las leyes estatales y varían de un estado a otro. Algunos estados exigen que TriNet haga deducciones de su cheque de pago para financiar el programa de beneficios del seguro. Para recibir los beneficios del seguro, presente un reclamo ante la agencia estatal de seguros o la empresa de seguros correspondiente. Para obtener más información sobre los procedimientos de presentación, comuníquese con su empresa o con TriNet.

SEGURO DE COMPENSACIÓN DE TRABAJADORES

Si su empresa ha elegido participar en el programa de compensación de trabajadores de TriNet, su cobertura entra en vigor a partir de su primera fecha de trabajo en conjunto con TriNet. Si tiene alguna pregunta, puede comunicarse con TriNet o con la oficina local de Compensación de trabajadores para obtener más información. Si su empresa no participa en nuestro programa de compensación de trabajadores, debe comunicarse directamente con su empresa para obtener información adicional. Asegúrese de informar de inmediato a su empresa sobre todas las lesiones sufridas durante el trabajo.

Tenga en cuenta que la compensación de trabajadores solo cubre las lesiones y las enfermedades relacionadas con el trabajo. Usted no será elegible para recibir los beneficios de la compensación a trabajadores por las lesiones que pudiera tener si participa voluntariamente en una actividad recreativa, social o deportiva fuera del horario de trabajo que no forme parte de sus obligaciones laborales.

SEGURO POR DESEMPLEO

Si se queda sin trabajo, puede ser elegible para recibir el seguro por desempleo, un beneficio semanal que le da el estado en el que está empleado mientras no tiene trabajo. Para obtener información sobre cómo presentar un reclamo o para obtener los formularios o avisos del seguro por desempleo estatal aplicables, comuníquese con su empresa.

NÚMERO DEL SEGURO SOCIA

Observará deducciones de su cheque de pago bajo el concepto de FICA, una sigla que se refiere a la Ley de Contribución al Seguro Federal, también conocida como Seguro Social y Medicare. Esas deducciones representan su contribución al beneficio de Seguro Social. Además de los beneficios de jubilación complementarios, el Seguro Social ofrece cierta cobertura por discapacidad o cobertura de Medicare. Para obtener más información, comuníquese con la oficina de la Administración del Seguro Social más cercana.

COBRA

Si usted o sus dependientes cubiertos pierden la elegibilidad para los beneficios médicos, dentales y de la vista colectivos patrocinados por TriNet o la FSA para atención médica, pueden ser elegibles para seguir con su cobertura de COBRA. Esta ley le permite seguir recibiendo estos beneficios temporalmente en determinadas situaciones donde la cobertura del Plan de beneficios de TriNet terminaría.

La cobertura de COBRA, incluyendo la elegibilidad para elegir COBRA, se explica más detalladamente en la Guía de beneficios. Inicie sesión en la **plataforma** > Employee Profile (perfil del empleado) > Benefits (beneficios) > Benefits Resources (recursos de beneficios).

Apéndice

DENUNCIAS E INVESTIGACIONES DE ACTOS DE DISCRIMINACIÓN, ACOSO O REPRESALIAS: INFORMACIÓN ESTATAL Y LOCAL

California: La Ley de Empleo y Vivienda Justos, codificada en el Código de Gobierno § 12900 y siguientes, y sus reglamentaciones de aplicación, codificadas en el Código de Reglamentaciones, Título 2, § 11000 y siguientes, prohíben la discriminación y el acoso, incluyendo la prohibición del acoso sexual, por motivos de características protegidas como la raza (incluyendo la textura del pelo y los peinados protectores estrechamente relacionados con la raza), las creencias religiosas (incluyendo la vestimenta y la apariencia religiosas), el color, el origen nacional y la ascendencia (incluyendo el uso del idioma y el uso protegido de la licencia de conducir para inmigrantes), la discapacidad física o mental (incluyendo el VIH y el sida), la condición médica, información genética, estado civil, sexo y género (incluyendo la lactancia materna y condiciones relacionadas), identidad de género y expresión de género, embarazo y resultados del embarazo (parto y condiciones médicas relacionadas, incluyendo la lactancia materna y la lactancia), toma de decisiones sobre salud reproductiva, edad (40 años o más), altura y peso, orientación sexual, condición de militar o veterano (miembro o veterano de las Fuerzas Armadas de los Estados Unidos, la Reserva de las Fuerzas Armadas de los Estados Unidos y la Guardia Nacional de California) y cualquier otra característica protegida por la ley federal, estatal o local aplicable.

Todos los empleados del lugar de trabajo deben recibir capacitación sobre prevención del acoso según lo exige la ley aplicable. Su empresa debe dar esta capacitación. Para obtener más información sobre este requisito de capacitación, visite **www.calcivilrights.ca.gov/shpt/**.

Puede comunicarse con el Departamento de Derechos Civiles de California (California Civil Rights Department, CRD) por teléfono llamando al 800.884.1684 (TTY: 800.700.2320) o con el Servicio de Retransmisión de California llamando al 711, por correo electrónico en **contact.center@calcivilrights.ca.gov** (**accommodations@calcivilrights.ca.gov**) o por correo normal en 651 Bannon Street, Suite 200, Sacramento, CA 95811.

Las quejas sobre el empleo pueden presentarse ante el CRD sin costo alguno en cualquier momento en el plazo de tres años después del presunto daño.

Connecticut: La información sobre la ilegalidad del acoso sexual y las medidas disponibles para las víctimas de acoso sexual están en el sitio web de la **Comisión de Derechos Humanos y Oportunidades de Connecticut** en **inglés** y **español**.

Distrito de Columbia: Además de las opciones de denuncias listadas en la sección Denuncia e investigación de casos de discriminación, acoso o represalias de este manual, también puede presentar una denuncia ante la Oficina de Recursos Humanos del Distrito de Columbia (DCOHR). Las quejas ante la DCOHR deben presentarse en el plazo de un año a partir del suceso o descubrimiento del acto alegado. Para obtener más información, visite el sitio web de la agencia en **www.ohr.dc.gov/service/file-discrimination-complaint**.

Illinois: La Ley de Derechos Humanos de Illinois establece que usted tiene derecho a no ser víctima de discriminación ni acoso sexual ilegal. Eso significa que los empleadores no pueden tratar de manera diferente a las personas por motivos de raza, género, embarazo, discapacidad, orientación sexual o cualquier otro grupo protegido mencionado en la ley. Esto se aplica a todas las medidas de los empleadores, incluyendo la contratación, el ascenso, la disciplina y el despido. También es ilegal que los empleadores traten de manera diferente a las personas porque denunciaron un acto de discriminación, participaron en una investigación o ayudaron a otras personas a ejercer su derecho a presentar una queja por discriminación.

Para presentar una acusación, comuníquese directamente con el Departamento de Derechos Civiles de Illinois (IDHR) mediante su sitio web en **https://dhr.illinois.gov**/ o por correo electrónico **IDHR.Intake@illinois.gov**. Chicago Office, 555 West Monroe Street, Suite 700, Chicago, IL 60661; teléfono: 312.814.6200/866.740.3953 (TTY); fax: 312.814.6251. Springfield Office, 524 S. 2nd Street, Suite 300, Springfield, IL 62701; teléfono: 217.785.5100/866.740.3953 (TTY); fax: 217.785.5106. Para hablar con alguien sobre sus preocupaciones, llame a la Línea de Ayuda contra el Acoso Sexual y la Discriminación de Illinois al 877.236.7703.

Puede comunicarse con la **Comisión de Derechos Humanos de Illinois** de la siguiente manera: Oficina de Chicago, Michael A. Bilandic Building, 160 North LaSalle Street, Suite N-1000, Chicago, IL 60601; teléfono 312.814.6269/866.832.2298 (TTY)/fax: 312.814.6517. Oficina de Springfield, Jefferson Terrace, 300 West Jefferson Street, Suite 108, Springfield, IL 62702; teléfono: 217.785.4350/866.832.2298 (TTY).

Maine: La Ley de Derechos Humanos de Maine ("MHRA") prohíbe la discriminación en el empleo por motivos de raza, color, origen nacional, ascendencia, edad, religión, discapacidad física o mental, sexo, orientación sexual, predisposición genética, actividad protegida conforme a la Ley de Protección de demandantes de Maine, y presentar un reclamo previo conforme a la Ley de Compensación de Trabajadores.

Si considera que fue víctima de acoso o discriminación, puede presentar una queja formal ante la Comisión de Derechos Humanos de Maine (MHRC). Puede comunicarse con la MHRC mediante su sitio web en **https://www.maine.gov/mhrc/**, por correo electrónico en **info@mhrc.maine.gov**, y 51 State House Station, Augusta, ME 04333-0051, por teléfono llamando al 207.624.6290, Maine Relay 711, o por fax: 207.624.8729.

Massachusetts: Se puede presentar una queja ante la Comisión contra la Discriminación de Massachusetts (MCAD). Debe presentar la queja ante la MCAD en un plazo de 300 días después de la supuesta discriminación. Puede encontrar más información en el sitio web en **www.mass.gov/file-a-complaint-of-discrimination**.

Nueva York: The Ley de Derechos Humanos (HRL), codificada como Ley Ejecutiva 15, 290 y siguientes, se aplica a todos los empleadores en el estado de Nueva York sobre el acoso sexual, y protege a los empleados, a los pasantes pagados y no pagados, y a las personas que no sean empleados, independientemente de su estado migratorio. Los empleados del lugar de trabajo que trabajan en Nueva York pueden comunicarse con la línea directa confidencial y gratuita de la División de Derechos Humanos (DHR) del Estado de Nueva York para obtener consejería y asistencia por presuntas experiencias de acoso sexual en el lugar de trabajo llamando al 1.800. HARASS.3 de lunes a viernes de 9:00 a. m. a 5:00 p. m.

Puede presentar una demanda sin costo alguno alegando violación de la Ley de Derechos Humanos ante el DHR o en la Corte Suprema del Estado de Nueva York. Las demandas de acoso sexual ante el DHR pueden presentarse en cualquier momento en el plazo de los tres años después del presunto acoso. Las demandas por discriminación que no sean acoso sexual pueden presentarse ante el DHR en el plazo de un año a partir de la supuesta discriminación. Si una persona no presentó una solicitud ante el DHR, puede demandar directamente en un tribunal estatal en virtud de la HRL, en el plazo de los tres años después de la supuesta discriminación. Una persona no puede presentar una demanda ante la DHR si ya presentó una demanda según la HRL ante un tribunal del estado. El año o los tres años se cuentan a partir de la fecha del incidente más reciente de presunto acoso o discriminación.

Puede encontrar un **complaint form (formulario de queja)** para denunciar acoso sexual abajo en la sección Apéndice de este manual.

Oregón: e puede presentar una queja de supuesta conducta discriminatoria (específicamente la prohibida por ORS 659A.030, 659A.082 o 659A.112) a más tardar cinco años después de que ocurra la violación.

Su empresa no puede exigir a un exempleado, empleado actual o potencial del lugar de trabajo que haga un acuerdo si el propósito o el efecto del acuerdo impiden que el empleado del lugar de trabajo revele o hable de una conducta que constituya discriminación, acoso o agresión sexual. Sin embargo, un empleado del lugar de trabajo que alegue un agravio por discriminación, acoso o agresión sexual puede pedir voluntariamente hacer un acuerdo de liquidación, separación o indemnización que contenga una disposición de no revelación, no menosprecio o no recontratación y tendrá al menos siete días para revocar dicho acuerdo. Su empresa no está autorizada a ofrecer un acuerdo con la condición de solicitar estos términos.

- Un acuerdo de no revelación es cualquier acuerdo por el que una o más partes acuerdan no hablar ni revelar información sobre cualquier queja de acoso, discriminación o agresión sexual relacionada con el trabajo, incluyendo la cantidad o los términos de un acuerdo.
- Un acuerdo de no menosprecio es cualquier acuerdo por el que una o más partes acuerdan no desacreditar o hacer declaraciones escritas u orales negativas o despectivas sobre cualquier otra parte o la empresa.
- Una disposición de no recontratación es un acuerdo que prohíbe que un empleado busque un nuevo empleo en la empresa y permite que la empresa no vuelva a contratar a esa persona en el futuro.

Rhode Island: Se puede presentar una queja de acoso sexual ante la Comisión de Derechos Humanos de Rhode Island. Comuníquese con la oficina principal en 180 Westminster Street, 3rd Floor, Providence, Rhode Island 02903, llame al 401.222.2661 o visite **www.richr.ri.gov/filecharge/index.php**

Tennessee: En su empresa debe haber un ambiente de trabajo sin conductas abusivas. No se debe tolerar ningún comportamiento en el lugar de trabajo que sea abusivo o perturbe el ambiente de trabajo. Revise la **Política de conducta abusiva en el lugar de trabajo** en la sección Apéndice de este manual.

Vermont: Se puede presentar una queja de acoso sexual en el plazo de 360 días después de la supuesta acción adversa. Se puede presentar una queja por escrito o llamando a la Oficina del Fiscal General de Vermont, a la Unidad de Derechos Civiles (CRU) o a la Comisión de Derechos Humanos de Vermont (HRC).

- Comuníquese con la oficina principal de CRU en 109 State Street, Montpelier, Vermont 05609, por correo electrónico **ago.civilrights@vermont.gov** o llamando al 888.745.9195 (línea gratuita) o al 802.828.3657 (voz/TDD).
- Comuníquese con la oficina principal de HRC en 14-16 Baldwin Street, Montpelier, Vermont 05633-6301, por correo electrónico **human.rights@vermont.gov**, llamando al 800.416.2010 (VT gratuito) o al 802.828.2480 (voz) o visite **www.hrc.vermont.gov/complaint**.

Washington: Se puede presentar una queja por acoso sexual ante la Comisión de Derechos Humanos del Estado de Washington (WSHRC) o la Oficina del Fiscal General del Estado de Washington (WSAGO) en un plazo de seis meses a partir de la fecha de la presunta infracción. Puede encontrar información en el sitio web de la WSHRC **www.hum.wa.gov/file-complaint**, y puede comunicarse con la WSAGO mediante el sitio web **www.atg.wa.gov/have-civil-rights-complaint** o por teléfono: 800.551.4636.

PROTECCIONES LOCALES

Muchos lugares exigen el cumplimiento de leyes que protegen a las personas de acoso sexual y discriminación. Una persona debe comunicarse con el condado, ciudad o pueblo en el que vive para saber si existe dicha ley. Por ejemplo:

- **Chicago, Illinois:** El Código Municipal de Chicago § 2-92-612 y la Sección 6-010-020 de la Ordenanza de Derechos Humanos de Chicago definen "acoso sexual" como "cualquier insinuación sexual no deseada o solicitud de favores sexuales o conducta de naturaleza sexual cuando (i) la sumisión a dicha conducta se establece explícita o implícitamente como un término o condición del empleo de una persona; o (ii) la sumisión o el rechazo a dicha conducta por parte de una persona se usa como base para cualquier decisión de empleo que la afecte; o (iii) dicha conducta tiene el propósito o el efecto de interferir sustancialmente en el desempeño laboral de una persona o de crear un ambiente de trabajo intimidatorio, hostil u ofensivo."

  Todos los empleados del lugar de trabajo de Chicago, incluyendo las personas fuera de Chicago que supervisan o administran a uno o más empleados de Chicago, deben completar al menos una hora de capacitación sobre prevención del acoso sexual al año y al menos una hora de capacitación sobre cómo actuar como testigo al año. Los gerentes y supervisores que trabajan en Chicago, o quienes supervisan o administran a uno o más empleados de Chicago, deben completar una hora adicional de capacitación sobre prevención del acoso sexual al año. Su empresa debe dar esta capacitación.

  Los empleados del lugar de trabajo que trabajan en Chicago pueden presentar demandas de acoso sexual ante la Comisión de Relaciones Humanas de Chicago. Comuníquese con la oficina principal en 740 N. Sedgwick, 4th Floor, Chicago, IL 60654, llame al 312.744.4111 o envíe un correo electrónico a **cchr@cityofchicago.org**.

- **Ciudad de Nueva York, Nueva York** Puede presentar demandas de acoso sexual ante la Comisión de Derechos Humanos de la Ciudad de Nueva York. Comuníquese con la oficina principal en la Oficina de Aplicación de la Ley de la Comisión de Derechos Humanos de la Ciudad de Nueva York, 40 Rector Street, 10th Floor, New York, New York, llamando al 311, al 212.306.7450 o al 212.416.0197, o visitando **www.nyc.gov/html/cchr/**.

Formulario de quejas para denunciar acoso sexual

NEW YORK STATE | Combating Sexual Harassment

La Ley de Trabajo del Estado de Nueva York exige que todos los empleadores adopten una política de prevención del acoso sexual que incluya un formulario de quejas para denunciar supuestos incidentes de acoso sexual.

Si considera que sufrió acoso sexual, lo animamos a completar este formulario y presentarlo ante su gerente o ante cualquier otro ejecutivo o representante de la compañía por correo electrónico o en persona, o a TriNet por correo electrónico en **employees@TriNet.com** (quien lo informará de inmediato al director o al responsable correspondiente de su empresa para que tome las medidas oportunas). No se tomarán represalias contra usted por presentar una queja.

Si se siente más cómodo haciendo la denuncia verbalmente o de otra manera, su empleador debe completar este formulario, darle una copia a usted y seguir su política de prevención del acoso sexual investigando las demandas según se indica al final de este formulario.

Para obtener recursos adicionales, visite: **ny.gov/programs/combating-sexual-harassment-workplace**

INFORMACIÓN DEL DEMANDANTE

Nombre:

Dirección del trabajo:

Teléfono del trabajo:

Correo electrónico:

Cargo del trabajo:

Elija el método de comunicación preferido: ☐ Correo electrónico ☐ Teléfono ☐ En persona

INFORMACIÓN DEL SUPERVISOR

Nombre del supervisor inmediato:

Cargo:

Teléfono del trabajo:

Dirección del trabajo:

La adopción de este formulario no constituye una defensa concluyente de los cargos de acoso sexual. Cada demanda por acoso sexual se determinará según las normas legales vigentes, con la debida consideración de los hechos y las circunstancias particulares de la demanda, incluyendo, entre otros, la existencia de una política y un procedimiento eficaces contra el acoso.

INFORMACIÓN DE LA DEMANDA

1. Su demanda de acoso sexual es en contra de:

Nombre: Cargo:

Dirección del trabajo: Teléfono del trabajo:

Relación con el ☐ Supervisor ☐ Subordinado ☐ Compañero de trabajo ☐ Otro

2. Describa qué sucedió y cómo lo afecta a usted y a su trabajo. Use más hojas si es necesario y adjunte cualquier documento o prueba relevante.

3. Fechas en que ocurrió el acoso sexual:

¿Continúa el acoso sexual? ☐ Sí ☐ No

4. Escriba el nombre y la información de contacto de los testigos o las personas que puedan tener información relacionada con su demanda.

Esta última pregunta es opcional, pero puede ayudar en la investigación.

5. ¿Presentó antes una demanda o dio información (verbal o por escrito) sobre incidentes relacionados? Si la respuesta es "sí", ¿cuándo y ante quién presentó la demanda o dio información?

Si contrató consejería legal y quiere que trabajemos en conjunto, dé la información de contacto.

Firma: _____ Fecha: _____

Política de conducta abusiva en el lugar de trabajo para empleados en el lugar de trabajo de Tennesse

En su empresa debe haber un entorno en el que se trate a todos los empleados del lugar de trabajo, los solicitantes de empleo y los miembros del público con profesionalismo y respeto, sin conductas abusivas. Su empresa no debe tolerar ningún comportamiento en el lugar de trabajo que sea abusivo o interrumpa el entorno laboral.

Se espera que los empleados del lugar de trabajo muestren un comportamiento adecuado y se comporten de una manera que demuestre profesionalismo y respeto por los demás en el lugar de trabajo. Ningún empleado del lugar de trabajo participará en conductas o comportamientos amenazantes, violentos, intimidatorios u otros abusivos.

Esta política no trata los comportamientos que involucran a una de las clases protegidas listadas en la ley estatal o federal y que se tratan en la sección **Política contra el acoso y la discriminación y las represalias** de este manual.

Tenga en cuenta que, aunque su empresa y TriNet están comprometidos con los principios de esta política, esta política en sí misma no pretende establecer los términos contractuales entre su empresa o TriNet y los empleados del lugar de trabajo, los solicitantes de empleo o las partes que hacen negocios con su empresa o con TriNet. Esta política reemplaza todas las políticas que entren en conflicto con los términos de esta política.

Además, esta declaración constituye únicamente la política de su empresa y de TriNet. El hecho de que se confirme la infracción a esta política no significa que dicha conducta infrinja las leyes estatales o federales.

Definición y ejemplos de conducta abusiva en el lugar de trabajo

Conducta abusiva significa actos u omisiones que harían que una persona razonable, según la gravedad, la naturaleza y la frecuencia de la conducta, crea que un empleado estuvo sujeto a un entorno de trabajo abusivo, como:

1. Abuso verbal repetido en el lugar de trabajo, incluyendo comentarios despectivos, insultos y epítetos;
2. Conducta verbal, no verbal o física, de naturaleza amenazante, intimidante o humillante en el lugar de trabajo; o
3. El sabotaje o socavar el desempeño laboral de un empleado en el lugar de trabajo.

Esta política se aplica al uso del sistema de correo electrónico, las redes sociales, las computadoras, el acceso a Internet o cualquier otro sistema o dispositivo de comunicación electrónica de TriNet o de su empresa, según corresponda, para participar en una conducta abusiva.

Por lo general, un solo acto no constituirá una conducta abusiva, a menos que se determine que dicha conducta es grave o generalizada. Para ayudar a los empleados del lugar de trabajo a identificar la conducta abusiva, se dan los siguientes ejemplos específicos. Estos ejemplos no son exhaustivos. Sin embargo, ilustran los tipos de conducta que pueden violar esta política:

1. Intimidar a un empleado del lugar de trabajo o a otras personas mediante gritos excesivos, arrebatos emocionales repetidos, regañar a otros o usar un tono de voz irrazonablemente duro;
2. Socavar el trabajo de otra persona reteniendo información pertinente sobre el trabajo o dar información incorrecta a propósito, o no dando suficiente información para hacer lo que se requiere, comparado con otros;

3. Castigo arbitrario o punitivo sin causa;
4. Micromanejo irrazonable;
5. Críticas persistentes o constantes frente a otros para humillar a otro empleado del lugar de trabajo o a otra persona;
6. Aislar a un empleado del lugar de trabajo de sus compañeros de trabajo, o lanzar una campaña no basada en hechos para provocar la salida o el despido de un empleado del lugar de trabajo;
7. Hacer comentarios humillantes o degradantes sobre una persona en las redes sociales; o
8. Cualquier comportamiento malicioso que una persona razonable consideraría poco profesional, perturbador o perjudicial para su salud psicológica.

Tenga en cuenta que esta política no prohíbe la supervisión razonable de los empleados del lugar de trabajo, las revisiones de desempeño, el coaching, las solicitudes u otras responsabilidades de supervisión habituales

Cómo informar de incidentes de conducta abusiva

Si los empleados del lugar de trabajo consideran que fueron víctimas de una conducta abusiva que viola esta política, se los anima a informar de esos incidentes apenas sea posible después de que ocurra el evento.

Los empleados del lugar de trabajo pueden presentar una queja ante su gerente, cualquier otro ejecutivo o responsable de la empresa. Consulte la política de su empresa sobre cómo reportar quejas. En caso de que la conducta se informe directamente a TriNet mediante uno de los métodos indicados en la sección **Cómo comunicarse con TriNet** de este manual, TriNet informará inmediatamente dicha conducta al gerente o a un representante de la empresa apropiado para que su empresa tome las medidas adecuadas. En ninguna circunstancia se exige que la persona que alega una conducta que pueda violar esta política presente una queja con las personas que lo sometieron a la conducta abusiva. Se anima a las personas que quieran presentar una queja a que lo hagan por escrito, aunque no es obligatorio, y a que incluyan una descripción de los incidentes, las fechas, horas y potenciales testigos. Las personas pueden usar el formulario de admisión/remisión abajo para presentar quejas.

Represalias y cómo informar de incidentes de represalias

Las represalias se definen como cualquier actividad que pueda disuadir a personas razonables de ejercer sus derechos en virtud de esta política. Esta política prohíbe las represalias contra los empleados del lugar de trabajo que inicien una queja en virtud de esta política, informen de un incidente que pueda infringir esta política, participen en una investigación sobre una queja en virtud de esta política o estén asociados o se perciba que están asociados con una persona que inicia una queja o participa en la investigación de una queja conforme a esta política.

Si los empleados del lugar de trabajo consideran que fueron víctimas de represalias por participar en una conducta protegida en virtud de esta política, se los anima a informar de esos incidentes apenas sea posible después de que ocurra el evento. Los incidentes de represalia deben informarse de la misma manera que una demanda por conducta abusiva. Cualquier empleado del lugar de trabajo que participe en una acción de represalia estará sujeto a las medidas disciplinarias correspondientes, que pueden incluir el despido.

Cómo se investigan y resuelven las demandas

Los gerentes que reciban demandas de conducta abusiva, conozcan o sospechen infracciones de esta política deben informarlas de inmediato al contacto designado para dichas demandas en su empresa. Los gerentes que no lo hagan pueden estar sujetos a medidas disciplinarias por parte de su empresa. En caso de que un gerente de la empresa informe de una demanda recibida o sospechas de violaciones de esta política directamente a TriNet mediante uno de los métodos indicados en la sección Cómo comunicarse con TriNet de este manual, TriNet informará de inmediato de dicha demanda o sospecha de violación a un representante de la empresa correspondiente para que su empresa tome las medidas adecuadas.

Su empresa es responsable de hacer directamente, u obtener de un tercero, una investigación de todos los informes de la manera más rápida, exhaustiva, objetiva y confidencial posible, de forma que se garantice a todas las partes el debido proceso y se llegue a conclusiones razonables basadas en la evidencia recopilada. Se espera que todos los empleados del sitio de trabajo colaboren plenamente con las investigaciones. Cuando termine la investigación, se comunicará la conclusión apenas sea posible. Si se corrobora en la investigación que se violó esta política, su empresa tomará las medidas correctivas adecuadas, incluyendo la terminación del empleo. Su empresa también tomará las medidas adecuadas para hacer frente a la conducta abusiva de los empleados que no están en el lugar de trabajo.

Si se determina que se ha producido una conducta abusiva prohibida, su empresa tomará las medidas correctivas adecuadas, que pueden incluir el despido del empleado del lugar de trabajo infractor, junto con las medidas adicionales necesarias para evitar más violaciones de esta política.

Cómo se trata la confidencialidad

En la medida en que lo permita la ley, la empresa y TriNet intentarán mantener la confidencialidad de cada parte involucrada en una investigación o demanda de una violación de conducta abusiva, siempre que no interfiera en la capacidad de la empresa o de TriNet para investigar las demandas o tomar medidas correctivas.

Directivas a gerentes y supervisores

Los gerentes y supervisores son responsables de garantizar que se adopten comportamientos apropiados en todo momento y que las demandas se informen al contacto designado correspondiente lo antes posible después de recibir el aviso de incidentes de conducta abusiva.

Formulario de admisión/remisión para demandas de conducta abusiva en el lugar de trabajo para empleados del lugar de trabajo de Tennessee

Nombre del demandante o persona que denuncia el evento: _____

Correo electrónico/números de teléfono del demandante o persona que denuncia:

Correo electrónico: _____

Teléfono: _____

Se prefiere: ☐ Correo electrónico ☐ Teléfono

Nombre de las personas que presuntamente participaron en una conducta abusiva contra usted:

Relación del presunto acusado con usted (p. ej., supervisor directo, compañero de trabajo, etc.):

Fecha del primer suceso: _____

Fecha del último suceso: _____

Explique lo más claramente posible lo que sucedió, incluyendo quién hizo qué, dónde ocurrió, quién participó, etc. Adjunte páginas adicionales si es necesario.

Liste abajo las personas (testigos, compañeros de trabajo, supervisores, otros) que puedan tener información adicional para respaldar o aclarar esta demanda. Explique qué información puede dar cada uno

Identifique cualquier otra información (incluyendo las pruebas documentales, como diarios, grabaciones, correos electrónicos, mensajes de voz, correspondencia, etc.) Que considere relevante para este asunto.

Firma del demandante: _____ Fecha: _____

Si lo completó un supervisor o un agente del estado como resultado de entrevistar a un demandante, dé la siguiente información:

Nombre en letra de molde: _____

Firma: _____

Cargo: _____

Fecha de recepción de la queja: _____

Nombre y cargo de la persona a quien se envió el formulario para la acción:

Nombre en letra de molde: _____

Cargo: _____

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Appendix

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Summit Public Schools

Suicide Prevention and Intervention Policy

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Summit Public Schools

Summit Public Schools

Overview

Summit Public Schools (“Summit”) recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to promote student wellness and safety, Summit has developed preventive strategies and intervention procedures.

The Suicide Prevention and Intervention Policy (this “Policy”) is intended to apply to the entire school community, including educators, school and district staff, students, parents/guardians/caregivers, and volunteers. In addition, this Policy is intended to provide guidance regarding school responses to suicidal or high-risk behaviors that take place outside of the school environment.

Prevention

Supporting Wellness of Students

Each Executive Director or designee is encouraged to involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating Summit’s strategies for suicide prevention and intervention.

The measures and strategies shall specifically address the needs of students who are statistically at higher risk of death by suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students experiencing homelessness or in out-of-home settings, such as foster care; students who have suffered traumatic experiences; students who are persistently bullied can experience or have worsened feeling of isolation, rejection, exclusion, and despair, as well as depression, anxiety, which can contribute to suicidal behaviors in those at-risk; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

Staff Professional Development

All staff will receive annual professional development on awareness and prevention of youth suicide, common risk factors related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if they encounter a student who is threatening suicide or threatening self-harm, and best practices for intervention after a death by suicide ("postvention").

Employee Qualifications and Scope of Services

Employees of the Summit Public Schools must adhere to Education Code section 215 and act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, screen and assess to identify suicide risk, and to provide ongoing supports to youth identified at risk, the care or treatment for suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with

suicidal thinking typically requires mental health resources beyond what schools are able to provide.

Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials will be integrated into our health curriculum. The content of these age-appropriate materials will include:

1. The importance of safe and healthy choices and coping strategies.
2. How to recognize risk factors and warning signs associated with mental health challenges and suicide in oneself and others.
3. Help-seeking strategies for oneself or others, including how to engage school resources and refer peers for help.
4. Emphasis on reducing the stigma associated with mental illness and the perspective that early prevention and intervention can reduce the risk of suicide.

In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution

This Policy will be distributed to students and staff on an annual basis.

Responding to Suicidal Ideation

Staff have an important role to play in preventing suicide. You have daily contact with many young people, some of whom have problems that could result in serious injury or even death by suicide. You are, therefore, in a position to notice what students say, do, and write, and take action when you suspect a student may be at risk of self-harm.

The following Warning Signs are indicative of possible suicide ideation:

- Someone threatening to hurt or kill themselves
- Someone looking for ways to kill themselves: seeking access to pills, weapons, or other means
- Someone talking or writing about death, dying, or suicide, when these actions are out of the ordinary for the person
- Hopelessness--expresses no reason for living, no sense of purpose in life
- Rage, anger, seeking revenge
- Recklessness or risky behavior, seemingly without thinking
- Expressions of feeling trapped--like there's no way out
- Increased alcohol or drug use
- Withdrawal from friends, family, or society
- Anxiety, agitation, inability to sleep, or constant sleep
- Dramatic mood changes

If you observe any of these warning signs, you should take the following steps:

1. **Do not leave the student alone:** Make sure the student is in a secure environment supervised by a caring adult, either yourself or another staff member.
2. **Listen to the student**: Acknowledge their feelings, allow them to express their feelings, avoid giving advice or opinions, and listen for warning signs. Show you care. "I'm concerned about you…about how you're feeling." "You mean a lot to me and I want to help."

If, in your conversation, a student expresses active suicidal ideation, a current desire to hurt another individual, or presents self-injury that requires medical attention, contact your administrator and the Mental Health Clinician on-site immediately. These situations are urgent and it is okay to interrupt the clinician.

3. **Know your limits**: Involve yourself only to the level you feel comfortable. If you are uncomfortable or feel the situation is beyond your capacity to deal with, refer the student to someone in a better position to help. If your site has a Mental Health Clinician on-site, you may refer the student to them to conduct a suicide risk screening.

4. **Complete the Suicide Risk Screening Tool (California) or ASQ Screener (Washington) with the student:** If you have a good relationship with the student and feel comfortable, this screener will aide determination of the student's suicidal severity level and will help guide further response. If the student has not been seeing a counselor/clinician on campus, you may be the trusted adult with whom they feel comfortable completing the screener with. The screening tool includes instructions to guide your conversation.

5. **Follow the Next Steps on the screening tool.** These steps are based on the student's responses to the screener questions.

In-School Suicide Attempts

In the case of an in-school suicide attempt, the health and safety of the student are paramount.

Responding to an In-School Suicide Attempt

In the event of an in-school suicide attempt:

- Remain calm, remember the student may be overwhelmed, confused, and/or emotionally distressed;

- If needed, provide medical first aid will be rendered until professional medical treatment and/or transportation can be received, following the school's emergency medical procedures.
- School staff will supervise the student to ensure their safety.
- If the student is in imminent danger (e.g., has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Staff will move all other students out of the immediate area as soon as possible.
- Staff will contact the primary or secondary mental health liaison immediately.
- The mental health professional engaged by the school or school's Executive Director will contact the student's parent or guardian. See "Parental Notification and Involvement" below.
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- The student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help
- Staff will immediately notify the Executive Director regarding in-school suicide attempts.
- The Executive Director will engage as necessary staff to assess whether additional steps should be taken to ensure student safety and well-being.

Supporting Students After Mental Health Crisis

For students returning to school after a mental health event, episode, or crisis (e.g., suicide attempt or psychiatric hospitalization), a mental health professional engaged by the school, the Executive Director, or a designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Supporting the Re-Entry of Students to the School Community

- The Executive Director shall engage a mental health professional to coordinate with the student, their parent or guardian, and any outside mental health care providers.
- The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
- A designated staff person will periodically check in with the student to help the student readjust to the school community and address any ongoing concerns.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

- Call emergency medical services or first responders, such as 911.
- Contact the parents/guardians/caregivers and offer support to the family
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis are correct.
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for reintegration into school.
- Inform the school suicide prevention coordinator and Executive Director.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Parental Notification and Involvement

In situations where a student is assessed at risk for suicide, self-harm, or has made a suicide attempt, the student's parent or guardian will be informed as soon as practical by the Executive Director, designee, or mental health professional.

If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child except in the event of an emergency.

Through discussion with the student, the Executive Director or mental health professional engaged by the school will assess whether there is a risk of harm due to parent or guardian notification. If the Executive Director, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

Continuing Care for Students

In situations where a student was assessed at risk for suicide, self-harm, or has made a suicide attempt, the Executive Director shall confirm that there is continuing care for the student.

Continuity of Care

The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed.
- Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build an understanding of the importance of care.
- If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services to report or seek guidance on the health and safety of the youth.

Postvention/Response

The Executive Director will complete, or designate the completion, of the following steps:

1. Verify the death. Staff will confirm the student is deceased and cause of death through the coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death is confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but may use the opportunity to discuss suicide prevention with students.
2. Communicate with Parents/Guardians/Caregivers. In the event that a student dies by suicide, the Executive Director or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Executive Director or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.
3. Assess the situation. The Executive Director will meet with staff to prepare the postvention response, to consider how severely the death is likely to affect other students and to determine which students are most likely to be affected. Staff will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
4. Share information. Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgment that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The Executive Director may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that include facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.
5. Avoid suicide contagion. It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high-risk students is to prevent another death. The Executive Director will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the Executive Director will review suicide warning signs and procedures for reporting students who generate concern. The Executive Director should also review these warning signs and procedures in the event of a suicide occurring on another school campus that is co-located with the school.

6. Initiate support services. Students identified as being more likely to be affected by the death will be assessed by a mental health professional to determine the level of support needed. The Executive Director will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, the Executive Director will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
7. Develop memorial plans. The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

Action items for postvention and response

The Executive Director will complete, or designate the completion, of the following steps:

- Verify the Death
- Communicate with parents/guardians
- Assesses the situation within the school community
- Share information and resources within the school community
- Mitigate against suicide contagion
- Initiate support services
- Develop memorial plans

External Communication

The Executive Director or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson.

Responding to Media Inquiries

The spokesperson will:

- Keep the Chief of Schools or designee informed of school actions relating to the death.
- Consult the Communications Team before engaging in any external communication.

- Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- Answer all media inquiries. If media outlets report suicide, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. The media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Suicide Awareness and Prevention Training for School Staff

At least annually, all staff receive training on mental health awareness and suicide prevention that includes risk and protective factors, warning signs of suicide, intervention, referral processes, and postvention. The program(s) or training(s) selected is left at the discretion of Summit Public Schools; provided that the selected curriculum shall be evidence-based, evidence-informed, and aligned with best practices in suicide prevention. Staff training shall be reviewed periodically and updated based on previous professional development activities, emerging best practices, and feedback.

At a minimum, all staff participate in training on the core components of suicide prevention (identification of suicide risk and protective factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment prior to working with youth.

Previously employed staff members attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training include:

- Identifying youth at risk for suicide, including recognizing warning signs, risk factors, and protective factors.
- Approaching, interacting with, and responding to youth showing emotional distress or suicidal thoughts, with an emphasis on skill-building to ask directly about suicide.
- Procedures for responding to suicide risks, including referral protocols and services within a Multi-Tiered System of Support (MTSS). These procedures stress constant supervision of the student and immediate referral for a suicide risk assessment.
- Understanding the roles of educators, school staff, and volunteers in supporting youth and staff after a suicide attempt or death (postvention).

In addition to the core components of suicide prevention, ongoing annual professional development for all staff include the following:

- Understanding the impact of traumatic stress on emotional and mental health, emphasizing stigma reduction and the importance of early intervention to lower suicide risk.
- Addressing common misconceptions about suicide.
- Familiarizing staff with school and community mental health and suicide prevention resources.
- Promoting appropriate messaging about suicide, including correct terminology and safe messaging guidelines.
- Building skills to identify at-risk youth, recognize warning signs, and respond effectively.
- Strengthening abilities to approach, interact with, and provide warm handoffs for youth in distress or experiencing suicidal thoughts.
- Reiterating procedures for responding to suicide risks, ensuring constant supervision and immediate referrals for risk assessments.
- Clarifying the role of educators in postvention efforts to support youth and staff following a suicide death or attempt to die by suicide.

Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials (Education Code Section 215).

Resources

Hotlines

Students, families, and staff are encouraged to use the following resources as part of Summit's suicide prevention and intervention practices:

Crisis and Prevention Hotlines	Phone Number
988 Suicide and Crisis Lifeline	Calling or Texting 988
Contra Costa County	211 or 800-833-2900
San Mateo County	1-800-273-TALK (8255) or 650-579-0350
San Mateo County (Child/Teen Hotline)	650-568-KIDS (5437)
Santa Clara County	1-855-278-4204
Santa Clara County Lifeline	1-800-273-8255

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King County	1-866-4-CRISIS (1-866-427-4747) or 206-461-3222
Pierce County	1-800-576-7764
National Suicide Prevention Lifeline	1-800-273-8255
Línea de Vida Nacional de Prevención del Suicidio	1-888-628-9454
The National Suicide Prevention Lifeline (Options for Deaf and Hard of Hearing)	1-800-985-5990
The Veterans Crisis Line Provides phone, webchat, and text options available to military veterans in crisis and their families and friends	1-800-273-8255; Press “1”
The Trevor Project Provides a 24-hour phone hotline, as well as limited-hour webchat and text options, for lesbian, gay, bisexual, transgender and questioning youth	1-866-488-7386
The Trans Lifeline Provides a trans-led organization that connects trans people to the community, support, and resources they need to survive and thrive)	1-877-565-8860

Text Messaging

Crisis and Prevention Texting	SMS Number
988 Suicide and Crisis Lifeline	Text 988
Teen Line	Text “TEEN” to 839863
Contra Costa County	Text ‘HOPE’ to 20121
San Mateo County	Text “BAY” to 741741
Santa Clara County	Text “RENEW” to 741741

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Pierce County	Text “HEAL” to 741741
The National Suicide Prevention Lifeline (Options for Deaf and Hard of Hearing)	Text TalkWithUs to 66746
The Crisis Text Line Provides a nationwide crisis-intervention text-message hotline	Text HOME to 741741
The Veterans Crisis Line Provides phone, webchat, and text options available to military veterans in crisis and their families and friends	Text 838255
The Trevor Project Provides a 24-hour phone hotline, as well as limited-hour webchat and text options, for lesbian, gay, bisexual, transgender and questioning youth	Text START to 678678

Additional Resources

- National Action Alliance for Suicide Prevention:
- CDE Safe Schools Planning
- CDE Youth Suicide Prevention
- Washington Office of Public School Instruction Youth Suicide Prevention, Intervention, and Postvention

Staff Expectations

Having a set of clear and specific expectations will ensure the effective execution of this policy with fidelity. School Leaders, Faculty, Deans of Culture and Instruction, and Office Assistants/Office Managers (“OA/OMs”) OAs each play unique and important roles to meet these expectations.

Activity	**Responsible**
Oversee implementation of suicide prevention policy	Executive Director
Ensure access to suicide prevention policy	ED
Complete suicide prevention training in SafeSchools	All Staff

Identify and refer students at risk of suicide	All Staff
Engage mental health professionals for students at risk of suicide	Executive Director
Complete and/or coordinate suicide attempt and/or suicide postvention/response	Executive Director
Notify and/or engage parents	Executive Director
Engage media	Executive Director in consultation with Communications Team
Assemble a Crisis Response Team that includes Executive Director, Dean of Culture and Instruction, and a Teacher representative to assist with suicide prevention, response, and postvention and ensure appropriate training	Executive Director
Store paperwork in binder/add comments in Illuminate	OM/OA

Delegation of Authority

The Chief Executive Officer and the Senior Director of Specialized Programs are authorized to update this policy as needed to reflect evolving best practices and recommendations from mental health professionals.

Appendix

V

SUMMIT PUBLIC SCHOOLS

Financial Policies & Procedures

About These Policies & Procedures:

Summit Public Schools will use these policies and procedures enclosed herein. Policies and procedures are differentiated in this document. The ***policies*** enclosed herein may only be changed upon receiving approval of the Summit Public Schools Board of Directors; however, the material ***procedures*** enclosed herein may be changed by the Summit Public Schools Finance Team as needed with subsequent notification to the SPS Finance Committee so long as any changes remain compliant with applicable laws and regulations. The intent of this fiscal policy is to capture the most salient policies; there are fiscal operational procedures and policies that are not contained within this document that remain modifiable at staff discretion.

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INTRODUCTION

Summit Public Schools is committed to developing and implementing fiscal policies and procedures that ensure sound internal controls and fiscal responsibility, per the Generally Accepted Accounting Principles (GAAP) and rules and regulations of the Financial Accounting Standards Board (FASB).

Financial Policies

1. Summit Public Schools shall comply with the applicable laws, rules, and regulations regarding financial matters and the terms of the contract by which it is bound.
2. Control procedures shall be in place to ensure the security of the organization's assets.
3. Timely and accurate financial information shall be produced to fulfill all reporting requirements and management needs.

Financial Leadership and Management

The financial management team of Summit Public Schools consists of:

- Board of Directors
    - Audit Committee
    - Finance Committee
- CEO
- CFO
    - Controller
    - Finance Manager
    - Accountant
    - Payroll and Accounting Assistant
    - Payroll Manager
- COO
    - Human Resources Team
    - Director of Regional Operations
    - Director of People Operations
- Executive Directors
    - Dean of Operations
    - Dean of Expeditions

Summit Public Schools' day-to-day fiscal responsibilities are assigned to its Finance Team. However, the SPS Board of Directors has ultimate fiduciary responsibility. The Board of Directors will meet approximately

bi-monthly to maintain its fiduciary duty; they may also rely on the oversight and professional recommendations from its Audit Committee and Finance Committee.

The Audit Committee will recommend an audit firm, review the draft audit reports, and hold necessary discussions with the auditor.

The Finance Committee of the Board of Directors shall be responsible for the primary Board-level oversight of school financial matters, as defined by the Board, including but not limited to reviewing and recommending approval of the annual budget, reviewing the financial policies and procedures manual on an annual basis, approving the annual budget, and working with the school's Finance Team to review the monthly financial statements. The Chief Financial Officer (CFO) and Controller will have the primary responsibility of executing all financial matters.

The CFO is responsible for administering the school's adopted policies and ensuring compliance with procedures that have been approved by the Board of Directors. Exceptions to written policies may only be made with the prior approval of the Finance Committee. Changes or amendments to these policies shall be conducted by the Finance Committee and approved by the Board of Directors annually. The CFO is the ultimate decider regarding disbursement of funds and approves every transaction that will result in funds being sent out. The auditing officer is also responsible for ensuring that all disbursement of funds are valid and follow all internal control policies.

Any violation of these policies and procedures may be considered cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

INTERNAL CONTROL STRUCTURE

Background

It is the responsibility of the Finance Team to safeguard the school's assets, which include cash, cash equivalents, and fixed assets. The contents of this chapter will demonstrate the internal controls that will be/have been implemented to assure assets are safeguarded appropriately. The internal control structure is composed of four basic elements, described in detail below.

1. Internal Control Environment & Procedures

The internal control environment reflects the importance Summit Public Schools places on internal controls as part of its day-to-day activities. Factors that impact the internal control environment can include management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations. Summit Public Schools has adopted a number of internal financial controls. These procedures are set up to strengthen Summit Public Schools' internal control structure to safeguard the organization's assets. The internal financial controls consist of the following:

***Segregation of Duties**:* A hierarchical structure of authority and responsibility has been developed at Summit Public Schools. Tasks, access to information and disbursement documents (i.e. checks) are divided and allocated to guard against one individual having the ability to make an accounting mistake (either knowingly or unknowingly). This protects the school from any potential fraud or misappropriation of funds. In situations where there are an insufficient number of employees to achieve this because of budget constraints, a compensating control has been created at the school.

Organizational Chart:

- CEO: Reviews and approves all budgets; approves major capital expenses; approves staffing changes; approves compensation changes.
    - Executive Director: Reviews and provides input into their respective school sites budget; hires staff for their school site; responsible for staying within their school site budget; must approve all expenses that originate from the school site.
        - Dean of Operations: Orders school supplies for teachers and procures other items for the school as necessary; creates payment requests and obtains Executive Director approval as necessary; sends all invoices to the Accountant, with the proper approvals; collects and deposits funds from students/parents.
- CFO: Reviews all budgets and prepares all budgets; approves all disbursements (signs checks and releases ACH); reviews all financial reporting; completes investments.
    - Controller : develops, implements, and ensures fiscal policies and procedures are being followed, reviews and approves all disbursements; prepares all financial reports; enters and

reviews journal entries as needed; review all expense and revenue entries including payroll, leads and implements all internal and external reporting procedures (authorizer, program and categorical, board); prepares all year end balance sheet and P&L activity related to private and public grants, leads audit and IRS return activities in conjunction with other Summit teams; prepares and executes Community High School Foundation (CHSF - related support entity) fiscal activities in conjunction with SPS activities, assists in budget preparation, forecasts cash needs and prepares wire transfers for approval by the CFO.

- Finance Manager/ Payroll Manager / Accounting Staff: Supports in preparation of budgets and financial reports as needed; completes bank reconciliations; enters journal entries as needed; reviews and approves all procurement requests from central accounts (e.g., Amazon, Staples, etc.); review and prepare revenue deposits into accounting system, prepare payroll journal entries, processes all invoices; prepares payment batches (check or ACH) for Controller and CFO review, support related entities such as CHSF, prepare year end entries and revenue and expense accruals, prepares vendor payments for review and approval by CFO and Controller; mails checks

These tasks are not comprehensive; staff perform duties in addition to listed responsibilities.

***Restricted Access**:* Physical access to valuable and moveable assets is restricted to authorized personnel.

***Document Control**:* In order to ensure all documentation is captured in the accounting system, all documents must be initialed and dated when recorded and then filed appropriately. Many documents are digitally initialed and dated, recorded and stored electronically in SPS systems, without need for physical storage.

***Records Retention**:* To provide an accurate and auditable record of all financial transactions, the school's books, records, and accounts are maintained in conformity with generally accepted accounting principles as required by California law, applicable to charter schools. Records will be maintained for sufficient periods to satisfy IRS regulations, federal grant requirements, OMB A133 audit requirements, if applicable, and other legal needs as may be determined. Non-profit organization record retention requirements are reviewed annually.

***Processing Controls**:* These are designed to identify any errors *before* they are posted to the general ledger. Common processing controls are the following: (1) Source document matching; (2) Clerical accuracy of documents; (3) General ledger account code checking; (4) budget authority; (5) and sufficient support to verify reimbursements.

***Reconciliation Controls**:* These are designed to identify any errors *after* transactions have been posted and the general ledger has been run. The process involves reconciling selected general ledger control accounts to subsidiary ledgers. Reconciliation is completed monthly or bi-monthly by either the Finance Manager or the Controller, with the opposite function confirming the reconciliation. The reconciled accounts include Accounts

receivable, Prepaids, Accrued payables/liabilities, cash and others.

***Audits**:* Summit Public Schools shall comply with all audit obligations imposed by law, but not limited to, audit requirements of the authorizers of the California Summit charter schools, audit requirements for non-profit corporations. Summit Public Schools' financial statements are audited annually by an independent audit firm selected by the SPS Board of Directors on the recommendation of the Audit Committee.

***Security of Financial Data**:* The school's accounting software is accessible only to the CFO, Controller, and the Finance / Accounting Staff. Individual ID codes and passwords are in place for every user and limit their access and functionality depending on their job function. All documentation is stored in an electronic format with any hard copies of financial data secured at the school or home office.

2. Accounting System

Summit Public Schools utilizes Netsuite as its accounting software and operates under a modified accruals system consisting of the methods and records used to identify, assemble, classify, record and report accounting transactions. The methods are set up to: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period.

The fiscal year operates from July 1st to June 30th, with the school's audited financial statements requiring approval by the SPS Board of Directors. Furthermore, the school's initial annual budget must be presented to and approved by the SPS Board of Directors no later than **June 30th of the previous fiscal year**. The budget may be revised after that date, as/if needed; the typical revised budget is prepared and approved in the Fall after enrollment figures are further established.

3. The Accounting Cycle

The accounting cycle is designed to accurately process, record, summarize, and report all financial transactions. Summit Public Schools will maintain their accounting records and related financial reports on the accrual basis of accounting. Under the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when services are incurred or goods are received.

The bookkeeping cycles fall into one of five primary functions:

1) Revenue, Accounts Receivable and Cash Receipts

Key tasks in this area include:

- Processing cash receipts

- Making deposits
- Recording cash receipts in the general ledger and subsidiary records
- Performing month-end reconciliation procedures
- Processing general ledger integration for private donations/revenue
- Recording revenue into the proper school sites based on State payment remittances

2) Purchases, Accounts Payable and Cash Disbursements

Key tasks in this area include:

- Authorizing the procurement of goods and/or services
- Processing purchases (credit card, check, reimbursement)
- Processing invoices
- Issuing checks and wires
- Recording checks in the general ledger and in cash disbursement journals
- Performing month-end reconciliation procedures
- Year-end reporting: Preparing 1099 forms

3) Payroll

Trinet, an outside professional employer organization (PEO), will perform the payroll process. Their responsibilities include calculating appropriate amounts for taxes to be remitted to the Federal, State and City government agencies and voluntary and/or statutory deductions that may or may not require remittance to retirement plan vendors, child support agencies, etc. Additionally, Trinet supports Summit in the payroll and employment compliance for the various states where our employees are located. Additionally, the Finance Payroll Manager ensures that the key tasks are completed along with calculating and submitting retirement payments and information to the CalSTRS system and the 401a plan administrator responsible for the Summit 401a retirement plan for classified employees.

Key tasks in this area for Trinet and the Finance Payroll Manager include:

- Obtaining and gathering payroll information including periodic stipends outlined by the Unite Summit contract bargaining agreement
- Preparing payroll checks and depositing payroll taxes
- Submitting information to Trinet for processing
- Performing monthly reconciliation of cash to payroll registers
- Preparing quarterly, monthly, and annual payroll tax returns
- Preparing W-2s, the W-3, and other annual payroll tax returns

4) General Ledger and Financial Statements

Key tasks in this area include:

- Preparing monthly journal entries
- Reconciling bank accounts and other general ledger accounts
- Reviewing general ledger activity and posting adjusted journal entries
- Producing the financial statements
- Producing the annual budget
- Reviewing budget to actual financial statements

The general ledger process consists of posting the period's transactions to NetSuite (the accounting software), which produces the financial statements. The Finance Manager will reconcile bank and credit card accounts. The Controller will review payroll, review the general ledger and prepare for the annual audit.

The CFO presents monthly statements to the Board of Directors at each board meeting. The required statements are outlined in the following section.

The CFO is responsible for creating and updating 3-year budget projections for the schools. In addition, the CFO, in consultation with the Controller, will prepare the annual operating budget of income and expenses and the capital budget for the school. These budgets and the 3-year projection are reviewed and approved annually, first by the CEO, then by the Finance Committee of the Board and finally by the school's Board of Directors and modified as necessary, with approval by the last day of the closing fiscal year. This process is described below.

General ledger accounts are to be reconciled every month by the Finance Manager and reviewed by the Controller. At the end of every fiscal year, general ledger reconciliations must be prepared to the auditors, the ledgers must list all transactions that make up the amount on the balance sheet. The list must include vendor or grantee name, amount, date, and a description.

5) Budgets and Financial Reporting

Budgets

Budgets are created annually and revised at least once based on current expenditures and any other changes that occur after the original budget was approved. Creation of the annual operating budget and capital budget is an iterative process led by the CFO, but requires input from the Controller and others. This input is necessary to ensure enrollment is accurately represented per the charter agreement, and to make certain the staff can properly support the proposed number of enrolled students. Critical school program expenses should be represented in the budgets to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until the overall budget fairly represents the revenues and expenses for the operating budget as well as the cash requirements for capital expenditures under the capital budget.

State revenues are estimated by using the FCMAT LCFF Calculator. The data may be revised until the budget is adopted. Other state and federal revenues inputs are forecasted with CDE information and updates. Various CA charter school advocacy organizations such as the Charter School Development Center provide support with forecasts on categorical and one-time funds.

Once complete, the CFO presents the budget to the CEO for review and approval. Once approval is received, the CFO presents the overall budget to the Finance Committee for review. If/when the Committee is satisfied, the budget is then presented to the entire Board for a vote of approval. The budget must be approved and passed by June 30th before the start of the new fiscal year. Once approved, the implementation of, and accountability for, the budget is the responsibility of the CFO, each school sites' Executive Director, and the Controller. The budget must then be submitted to the charter schools' authorizers by June 30th before the start of the new fiscal year

After approval, the Finance Manager uploads the budget into the accounting system. This budget is then used to run monthly budget vs. actual expense reports that are shared with the school sites. The Controller and CFO are responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary variances.

From a day-to-day operational standpoint, the CFO may work with the Finance Committee, the Chairperson of the Board of Directors, or others, to resolve questions or issues related to the budget.

Financial Reporting

One week before each Finance Committee and Board meeting, the following will be sent for review, prepared by the Controller and reviewed by the CFO: (1) the budget vs. actual report for the operating budget; (2) the balance sheet; (3) the end-of-year projections for schools; (4) and month by month actual cash to forecasted cash. The CFO will present these reports to the entire Board at each meeting.

In addition, monthly budget vs. actual reports for the operating budget and capital budget will be produced by the Finance Manager and reviewed by the Controller for the schools sites by the 12th of each month. Forecasts are updated during this process, if an expense or revenue appears to be tracking off of budget after a significant portion of the year has passed, the Controller will update forecasts and communicate this information to the CFO. An action plan will be implemented if necessary and communicated to the school's Executive Director if any spending cuts are needed, or if extra funding has become available. The Executive Director has control over spending cuts, but these can be mandated by the CFO, CEO, or Board.

At the end of the year, the following key financial statements are produced:

1. Statement of Cash Flows
2. Statement of Functional Expenses
3. Statement of Activities

4. Statement of Net Position

Quarterly financial reports for the bond reporting obligations will be prepared by the Controller in compliance with generally accepted accounting principles.

Interim reports, which consist of balance sheet, cash flows, income statement activities, along with various narratives, will be prepared by the Finance Manager and reviewed by the Controller. These reports, through October 31 and June 30, will be submitted twice a year to the CDE and authorizer. Unaudited actuals for the state are also prepared at year end, and also submitted to the CDE and authorizer. The initial and revised budgets, interim reports, and unaudited actuals will be provided to the Board of Directors for review.

Summit Public Schools will comply with all necessary non-profit corporation filing requirements, including yearly filing of IRS Form 990.

SUMMARY OF ACCOUNT STRUCTURE

Assets

Cash and Cash Equivalents

The organization's cash and cash equivalents are held in its accounts at Bank of America and Fidelity. Each school has a separate fund contained within the operating Bank of America account and all activity and balance sheet figures are separated from other schools and the SPS home office corporate entity. Three Summit schools, Summit Preparatory Charter High School, Summit Public School: Shasta, and Everest Public High School have treasury accounts at the San Mateo County.

Accounts Receivable

Accounts Receivable includes money the organization expects to receive from state, federal, local, or private sources.

Prepaids

Prepaid expenses may occur, particularly toward the end of a fiscal year, in anticipation of an upcoming cost that requires payment before the start of the applicable period. These costs are primarily for personnel, supplies, and equipment for a future period and will be expensed in the following months.

Property and Equipment

Property and equipment includes technology and building improvements the organization uses for activities

and programs. These have an estimated useful life of over one year and are recorded at acquisition cost. Acquisition costs include all costs necessary to bring the asset to its location in working condition, including:

- Sales tax
- Freight
- Installation costs
- Direct and indirect costs, including interest incurred during construction

Donated property and equipment are recorded at fair market value, as determined by the CFO and/or Controller at the date of donation.

Liabilities

Accounts Payable

Accounts payable reflect expenses billed through a vendor invoice and are recorded at the invoice amount. Vendors and suppliers are paid according to their payment terms, taking advantage of any discounts offered. The Accrued Accounts Payable account represents year end or intra-year payables for various obligations.

Accrued Liabilities and Payables

Payroll, including wages, taxes, retirement contributions, as well as, professional fees and other operating costs incurred but unpaid, are reflected as a liability when entitlement to payment occurs.

Capital Lease Obligation

The organization may lease equipment or facilities under a capital lease. In such cases, principal and interest payments will be made monthly and recorded accordingly in the general ledger. These entries may be made for the year in aggregate at the year end period.

Equity

Types of Equity

All of the organization's assets are classified in the following categories:

1. Unrestricted Net Assets
2. Donor Restricted Net Assets

Fund Balance

A funds balance in accordance with state recommendations for charter schools will be maintained.

Revenue

Public Funding

The organization primarily receives funding from public sources (e.g., state, federal, and local) based on enrollment reporting and demographic information reported to the state. Revenue is recognized and reconciled monthly to ensure accurate and timely financial reporting is available.

Private Contributions

The school receives contributions from individuals, foundations, and corporations in the following forms:

1. ***Unrestricted Contributions:*** No donor-imposed restrictions.
2. ***Donor Restricted Contributions:*** Donor-imposed restrictions such as passage of time, or specific use.

Donations are classified as unrestricted or donor-restricted upon the pledge or receipt of a donation.

Expenses

Functional Classifications:

a. ***Program Service Expense****:* the direct and indirect costs of providing education and other services consistent with the organization's mission. Costs will be further broken down into general education and special education.

b. ***Management & General Expenses****:* expenses for other activities related to the organization's purpose. These include expenses for the governing board's activities, business management, general record-keeping, and budgeting.

c. ***Fundraising Expenses****:* costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc

CASH MANAGEMENT

Accounts

SPS has a banking relationship with Bank of America and Fidelity. The Bank of America is a checking account (demand deposits), and the second is an investment account intended for excess cash to be invested only into US treasuries and treasury funds. In all instances, the school utilizes its accounts to safely maximize its overall interest income. The school account has three (3) Authorized Signers: the CEO, CFO and the COO.

If the organization wishes to open a new bank or investment account or credit line, Board approval is required. As part of the approval, the Board must be provided with a description of the purpose of the account, proposed signatories, and each signatories' authority. The vote to approve and all associated determinations must be recorded in an SPS Board of Directors meeting minutes.

Authorization of Investments

The Board of Directors sets the investment policy for Summit Public Schools. The policy provides general guidelines regarding the type of investments deemed appropriate and the objectives of each investment (e.g., overnight deposits for excess cash, 90-day Treasury notes for excess working capital, etc.).

The CFO has been designated to implement the Board's investment policy, including authority to:

- Purchase and sell investments.
- Have access to investment certificates.
- Keep records of investments and investment earnings.
- Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other investment decisions.

Asset Allocation Priority

1. Liquidity
2. Capital Preservation
3. Return on investment

Operating Capital Account:

Operating capital will be maintained in a demand deposit account (DDA) with a bank that provides FDIC insurance. Bank balances in excess of operating capital will be transferred to an investment account. Bank balances below operating capital ceiling balances will require a transfer from the investment account. Balances will be monitored weekly and transfers will occur as needed.

Operating capital is defined as:

- expected disbursements in the coming 14 days (i.e AP or payroll)
- plus/minus net of outstanding checks and deposits
- plus a cushion of 2x FDIC insurance ($500K).

Transfers will be made by the Controller and monitored by the CFO.

Investment Account:
The investment account will be established with a brokerage firm separate and not affiliated with the same organization that provides demand deposit account services, that offers SIPC and Excess insurance for invested funds. Funds transferred to the investment account will be invested based on the following list of approved investments:

- Government security backed mutual funds (FSlXX or fund with similar liquidity and investment portfolio)
- Direct purchase of treasury bills (4-week and 13-week issues)

Funds in this account will be invested based on forecasted liquidity needs, any philanthropic requirements, and the best interest of the organization.

Investments will be monitored to account for any funds transferred in/out of this account.

Summary Chart - SPS California Cash Management:

	Location	Ceiling Amount	Review
Operating Capital	Demand Deposit Account	Operating capital based on definition	Monthly
Investment Account	Brokerage Account	Funds above operating capital	
Liquidity Investments	FSIXX or government backed money market fund	3 months budgeted non-school/philanthropic expenses including payroll	Monthly
	4 Week T-Bills	Remainder of balance- auto rollover, and possibly laddered	At maturity
	13 Week T-Bills	Used for longer term investments as needed	At maturity

Bank Reconciliation

The Controller receives a statement monthly for each account to complete the bank reconciliation for the main operating account. Using NetSuite's bank reconciliation function, the Finance Manager completes monthly reconciliations for all operational bank accounts and is reviewed/confirmed by the Controller for accuracy. Any irregularities shall immediately be reported to the Board of Directors.

CASH RECEIPTS

On rare occasions, the organization may receive cash or checks (at a school site or the home office). The processes for receiving and recording these are outlined below.

Processing and Recording Cash Receipts

School Site Mail & Donations/Payments

The Office Assistant sorts and delivers all mail received at the school site. The Dean of Operations may open mail that appears to contain a check. Once opened by the Dean of Operations, all checks must be stamped immediately in the designated endorsement area with "For Deposit Only" and the appropriate bank account number. If the funds received are for a donation, the Dean of Operations shall prepare a contribution acknowledgment letter for the Executive Director to sign before placing it in the mail. The check and any attachments should then be filed and kept in a locked cabinet until the Dean of Operations can bring all funds to the bank for deposit. All funds received at the site shall be brought to the bank for deposit by the Dean of Operations as timely as possible. Deposits are dual reviewed by the Dean of Operations and one other person and all care is taken to prevent theft of funds and checks.

The Dean of Operations shall record the pertinent information for all funds received into the Deposit Log, a shared Google Sheet used by the Dean of Operations and Finance Team. The Accountant will review the Deposit Log and the Finance Manager will reconcile it to the Bank Statement to ensure all funds were deposited.

The Accountant creates a General Ledger Journal to record the deposit in the accounting system. The deposit log is linked to each General Ledger Journal Deposit; copies of deposit slips, deposit receipts with bank-endorsed proof of deposit, and any correspondence that arrived with the check are kept at the school site and scanned to the Accountant.

Home Office Mail

The Business Operations Manager sorts and delivers all mail sent to the home office in Redwood City, CA. All mail addressed to the Finance/Accounting team is given directly to the Accountant. If any checks are included, they are stamped immediately in the designated endorsement area with "For Deposit Only" and the appropriate bank account number. Checks are typically deposited within 7 days of receipt by the Accountant and recorded in the accounting system. The Finance Manager will reconcile the item created in Netsuite.

Receiving & Recording Wire Transfers

Government and private contracts may execute payments via wire transfer. They will remit a wire transfer advice indicating the date and amount of the funds to be deposited in Summit Public Schools' account. This

wire transfer advice is processed in the same fashion as a deposit to the bank; e-mail notices are sent to the Controller and/or Accountant which detail how much of each deposit is for which grant (example: Title I) and the deposit is created with the appropriate funds coded to the appropriate grants. The CDE also provides support information for various state and federal disbursements, which is monitored daily. All relevant documentation (wire transfer advice, wire transfer confirmation, Cash Receipts Journal, etc.) should be retained and filed in the appropriate electronic folder which contains documentation for all deposits.

Processing and Recording Bank Transfers

In order to maximize interest income, excess cash will be maintained in the Investment bank account and transferred to the checking account, as necessary to meet operating cash needs, and the authorizer's funding requirements. Transfers between Summit Public Schools bank accounts shall be made only when properly authorized. **Only** the CFO can authorize transfers to and from the Investment account. An email request is to be submitted directly to the CFO by the Controller. A Cash Need/Wire Log will be kept in order to record the transfers between the checking and Fidelity accounts. In the event the CFO is not available for a signature, the Finance Committee of the Board of Directors will be able to approve transfers. In the event the Finance Committee is not available for signature, the Board Chair will be able to approve transfers. Once transfer is authorized by the proper individual(s) and executed, the Cash Need/Wire Log will be updated as such.

FIXED ASSETS

Definition:
A fixed asset is tangible property owned or leased by the organization with an acquisition price over $5,000 per item and has a recommended useful life beyond one (1) year.

Fixed Expense Procurement:

Before acquiring a fixed asset, the purchase must be included in the current year's approved annual budget or the approved capital asset budget, if one exists. Projects or purchases not included in either approved budget must be supported by a high need to gain approval; otherwise, consideration of the project/purchase should be delayed until it can be considered in the following year's annual or capital asset budget. Fixed asset purchases are evaluated based on multiple criteria, including but not limited to total acquisition cost, degree of need to provide mission-critical operations, and the school's fiscal health.

Depreciation and Accounting:

The Controller will maintain all tracking in a Fixed Asset and Depreciation spreadsheet. This spreadsheet will detail the fixed asset description, the original cost, the useful life, active or disposed status, and the straight-line depreciation calculations to be recorded by the end of each fiscal year.

Estimated Useful Life:

The following guidelines from the 2013 California School Accounting Manual are used in setting estimated useful lives for asset reporting:

"Estimated useful life means the estimated number of months or years that an asset will be able to be used for the purpose for which it was intended. Estimated useful lives are used to allocate depreciation expense to the appropriate periods.

In estimating an asset's useful life, LEAs should consider the asset's present condition, use, construction type, maintenance policy, and the length of time the asset is expected to meet service demands.

LEAs may elect to depreciate assets either individually or in groups. If the LEA elects to depreciate assets in groups, the estimated life of the group may be based on the weighted average or the simple average of the useful lives of the individual items or on an assessment of the life of the group as a whole.

The following table of estimated useful lives is included for general information only. Estimation of useful lives should be a local decision based on local factors. LEAs are not required to utilize the estimated useful lives suggested in this table."

Summit Public Schools may elect to use the length of the school's current charter with the authorizer to determine the useful life of the asset.

ASSET CLASS	EXAMPLES	YEARS
Land		N/A
Site Improvements	Paving, flagpoles, retaining walls, sidewalks, fencing, outdoor lighting	20
School Buildings		50
Portable Classrooms		25
HVAC Systems	Heating, ventilation, and air conditioning systems	20
Roofing		20
Interior Construction		25
Carpet Replacement		7
Electrical / Plumbing		30
Sprinkler / Fire System	Fire-suppression systems	25
Outdoor Equipment	Playground, radio towers, fuel tanks, pumps	20
Machinery and Tools	Shop and maintenance equipment, tools	15
Kitchen Equipment	Appliances	15
Custodial Equipment	Floor scrubbers, vacuums, other	15
Science and Engineering	Lab equipment, scientific apparatus	10
Furniture and Accessories	Classroom and office furniture	20
Business Machines	Fax, duplicating, and printing equipment	10
Copiers		5
Communications Equipment	Mobile, portable radios, noncomputerized	10
Computer Hardware	PC's, printers, network hardware	5
Computer Software	Instructional, other short-term	5 to 10
Computer Software	Administrative or long-term	10 to 20
Audiovisual Equipment	Projectors, cameras (still and digital)	10
Athletic Equipment	Gymnastics, football, weight machines, wrestling mats	10
Musical Instruments	Pianos, string, brass, percussion	10
Library Books	Collections	5 to 7
Licensed Vehicles	Buses, other on-road vehicles	8
Contractors' Equipment	Major off-road vehicles, front-end loaders, large tractors, mobile air compressor	10
Grounds Equipment	Mowers, tractors, attachments	15

Disposal of Fixed Assets:

Fixed assets that are obsolete, worn out, or no longer meet a department's requirements may be sold as surplus, transferred to another department, traded in, or discarded.

REVENUE RECOGNITION

Background

Summit Public Schools records revenue on the accrual basis of accounting, consistent with generally accepted accounting principles.

Summit Public Schools recognizes revenue from the following primary sources:

- State Government
- Federal Government
- Individuals
- Foundations/Corporations

Processing and Recording Revenue

Typically, grants received will be accompanied by specific agreements that explicitly or implicitly restrict their use and which impose unique reporting requirements – financial as well as performance. Summit Public Schools' accounting and documentation system must be such that it is capable of meeting the requirements imposed by such grant agreements as well as FASB guidance related to revenue recognition. Resource codes and/or function codes will be attached to applicable expenses and assets so that associated grant revenues may be earned on an accrual basis.

Any funding received that has restrictions, whether time, purpose, etc. is initially recorded as a liability under Deferred Revenue and is released as conditions are met.

Recognition of Apportionment Funding

Summit Public Schools will recognize most forecasted state and federal revenue on an accrual basis; with instructional days for each month determining the proportion of revenue to be recognized.

Grant Recognition

When grant funds are received in advance of the organization incurring allowable costs, the grant funds are recorded in the accounting system as deferred revenue - a liability - until the allowable costs have been incurred. If the grant funds are received after the school or home office has already expended money on goods or services that are covered under the grant, the grant funds can be recorded as revenue at the time of receipt. If the school or home office has expended part of the grant before receiving the actual funds, the only funds that may be recorded as revenues are those that have already been spent. Any remaining grant money must be recorded as deferred revenue or a liability until the time the funds are actually expended by the school or home office.

Donations

To the extent that the school solicits, accepts, and administers for the benefit of the school and its students, gifts, grants, and donations from individuals or public and private entities, the school shall not solicit, accept, and administer any such gifts, grants, or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate California state laws.

Recognition of Donations

Donated Goods and Services

Donated goods and services can include office space, professional services such as outside counsel's legal advice, food, clothing, furniture and equipment, or bargain purchases of materials at prices less than market value. In addition, volunteers can provide free services, including administrative services, participation in fundraising events, and program services that are not accounted for. The Accountant records donated services in the system at fair value or avoided cost, as determined by the donor and documented in writing. When a good or service is donated to the school, a contribution acknowledgement letter will be drafted by the Dean of Operations, signed by the Executive Director, and sent to the donor by the Dean of Operations. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Materials and Supplies

Donated materials are recorded as contributions to inventory or expenses in the period received and are recorded at their fair market value at the date of receipt. If materials are donated for a specific use, they are considered to be temporarily restricted contributions. The Accountant records donated materials and supplies in the system at fair value or avoided cost, as determined by the donor and documented in writing. When a material or supply is donated to the school, a contribution acknowledgement letter will be drafted by the Director of Development, signed by the Executive Director, and sent to the donor by the Dean of Operations. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Property and Equipment

Property donations received without donor-imposed stipulations are recorded as unrestricted contributions. When property or equipment is donated to the school, a contribution acknowledgement letter will be drafted by the Dean of Operations, signed by the Executive Director, and sent to the donor by the Dean of Operations. General Ledger entries are recorded to recognize the in-kind revenues and in-kind expenses.

Donated Stocks

If the school receives donated stocks from a donor, they will be sold upon receipt. When stocks are donated to the school, the Dean of Operations drafts a contribution acknowledgement letter stating the value of the donated stocks, signs it with the Director of Development, and sends it to the donor. General Ledger entries are recorded to recognize transactions related to the donation of stocks.

CASH DISBURSEMENTS

Processing Invoices

All invoices are either mailed to Summit Public Schools directly at the Home Office address or received electronically. The Accountant is responsible for sorting, opening, and stamping all invoices.

Once the goods have been received (or in the case that the shipment had already been received at the time of invoice arrival), the Accountant staples the invoice to the top of the corresponding packet composed of packing slip (if applicable), purchase order (if applicable), and approval (if by email) or check request form. Once all documentation is received, the invoice is placed into the "To be input" folder, in order to be entered into the accounting system. All invoices are to be stamped with the "Paid" stamp, and the informational stamp which denotes the school, function, resource, date, and Controller approval. Electronic organization of these records may be utilized in lieu of physical records. For invoices paid by check, CFO approval is represented by the signing of the check. For invoices paid electronically or by credit card, the CFO initials the electronic payments stack. Typically, all invoices will have a school leader approval or home office team lead approval, prior to processing and approvals by Controller / CFO.

Invoices shall be processed bi-weekly, depending on the schedule determined in the prior month. The Accountant enters invoices into the accounting system with the correct general ledger codes and then moves the invoice packet to the "Invoices to be Paid" folder, sorted by vendor name. Invoices are reviewed for accuracy by ensuring that quantity and costs per item is equal to the item total cost.

Processing Check Payments

The Accountant will maintain all blank check stock in a locked location. All checks will be pre-numbered, voucher-style, and contain one stub for the vendor (attached to all outgoing checks) and one to be filed by the Accountant with all supporting disbursement documents. Only the Accounting staff will have access to these blank checks.

Checks are run on a bi-weekly basis, and vendors are paid based on terms of the invoices. Check preparation and signatures are prepared not later than the due date, consistent with available discounts if available. The CFO and COO are the sole signatories on the checking account. Summit Public Schools does not require counter signatures for check signing.

The Accountant processes payment for the invoice and creates a check. The check is submitted to the required signatories (see above) for signature(s), along with the corresponding documentation (invoice/packing slip/purchase order/approval/check request). At the time the check is signed, any required signatories should review the supporting documentation to ensure they are signing a check for the correct amount and to the correct payee. The Accountant staples the check stub or copy of the signed check to the

top of the invoice and documentation, and files it in the Accounts Payable file cabinet, in the appropriate vendor folder, by check number order. Electronic organization of these records may be utilized in lieu of physical records. The Accountant mails the check to the vendor awaiting payment. Electronic fund transfers may also be used, where the same authorizations as checks will be obtained using an Electronic Payment Authorization form. See below for details.

In no event shall an authorized signatory approve an invoice, execute a check, or authorize a disbursement of any kind, payable to him/herself without another Summit check signatory or C-level prior approval. Any and all voided checks should be stamped "void" with the date and filed in the A/P folder, in check number order.

Checks are to be processed using the Bank of America positive pay system; to ensure that checks with the designated payee and amount information are valid. The positive pay system eliminates most check fraud opportunities.

Processing Online/ACH/EFT Payments

Payments made online or by ACH, or electronic funds transfer (EFT) may be processed by the Accountant only after the invoice is approved by the proper signatories (detailed above). The same controls should be followed except that the approved invoice will take the place of a traditional check. Any such payment is documented by a journal entry based on the vendor as cash is credited and the appropriate expense type is debited. The invoices paid online or by ACH or EFT are to be filed in the proper A/P folder, in date order. Once approved, the Accountant prepares a Journal Entry to recognize expenses in the accounting system.

Amazon/Staples Orders

Amazon and Staples orders must be approved by the Executive Director prior to placing the order, but approval documentation is not necessary. Executive Directors are expected to review all orders on a monthly basis to ensure accuracy. The Accountant will compile all orders monthly for approval by the Controller and CFO. A packet comprising all invoices and packing slips must be compiled and approved before online payment can be made to either Amazon (wire) or Staples (ACH). Once approved, the Accountant prepares a Journal Entry to recognize expenses in the accounting system. Amazon and Staples are not the sole credit vendor accounts that Summit utilizes but the general process of (1) Budget approval and review of orders by school and organization leaders; (2) sufficient documentation of goods received; and (3) accurate categorization and approvals by Finance leaders remains important for all such vendor accounts.

Insurance

The CFO and Controller will ensure that appropriate insurance is maintained at all times with a high quality insurance agency. The CFO and Controller 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. The CFO and Controller will carefully review insurance policies on an annual basis, prior to renewal.

Insurance will include general liability, worker's compensation, student accident, professional liability, and

directors' and officers' coverage. Coverage will be in line with the limits listed in the school's approved charter petition.

Unallowable Costs

Per various state, federal, and philanthropic policies, the organization cannot utilize funding to cover a number of costs. Below is a list of unallowable costs; this is not intended to be a comprehensive list, and all staff should contact the Finance Team for confirmation if they are unsure whether something is unallowable.

- No funds or assets may be contributed to any political party or organization or to any individual who either holds public office or is a candidate for public office.
- No funds or assets may be involved with any committee or other organization that raises funds for political purposes.
- No funds or assets may be used to purchase alcohol.
- No funds or assets may be used in a manner which could be deemed gifting of public funds.

Contract Authority

Contracts, agreements, memoranda of understanding must have legal review and be countersigned by a Home Office C-Level employee. This process means that each contract, agreement, memoranda of understanding shall have signatures from TWO employees of SPS - the employee in charge of managing the contract and a C-Level employee. In cases where the C-Level employee is the primary contract owner, the C-level signature alone will be sufficient.

Position	Teams for signature
COO	Schools, Strategic Services, Other Programs, Real Estate
CFO	Schools, Other Programs, Expeditions, Finance
CIO	Analytics & Data
Marshall Street	All Marshall Street Initiative
Chief Executive Officer	All School, Learning Experience, and Academic
CAO	Schools, Academic Programs

The following grid provides the detailed requirements for contracts signatures and may be modified by SPS staff by their discretion.

School Level Contract	Initiator	Amount	Contract Template	Review	Signer	Countersign	Board Approval
DJ-Dance-Venue-All other products services (local items) *	Dean of Operations	**<$3K**	Summit Template		School Leader		
DJ-Dance-Venue-All other products services (local items)	Dean of Operations	**<$3K**	Vendor Template	Legal	School Leader	Sr. Director or CFO	
DJ-Dance-Venue-All other products services (local items)	Dean of Operations	>3K	Summit or Vendor Template	Legal	School Leader	Sr. Director or CFO	
Purchase Orders-Supplies	Dean of Operations	>3K	Summit Template		School Leader	Sr. Director or CFO	
Purchase Orders-Supplies	Dean of Operations	>3K	Vendor Template		School Leader	Sr. Director or CFO	
Central Contract							
Accounting Software/Consultants	Finance Team	Any	All	Legal	Controller	CFO	
Communications Contractors	Comms Staff	Any	All	Legal	Director	CEO	
Consultants	Varies	Any	All	Legal	Staff	C-Level	
Data & Analytics	Data/Analytics Staff	Any	All	Legal	Staff	CIO	
Expeditions Contractors	Expeditions Staff	Any	All	Legal	School Leader, DEX, Director of Expeditions	C-Level	
Facility Lease	Real Estate Staff	Any	All	Legal	Sr. Director	COO	
Janitorial/Maintenance	Real Estate Staff	Any	All	Legal	Sr. Director	COO	
Learning Experience (testing, non-SPED interventions, online curriculum)	Learning Experience Team	Any	All	Legal	Staff	CAO	
Legal	Legal Team	Any	All	Legal	N/A	CEO	
Mental Health Services (non-sped)	Schools Team	Any	All	Legal	Sr. Director	C-Level	
Purchase Orders	Various Staff	<5K	Vendor		Director	N/A	
Purchase Orders	Various Staff	>$5K	Vendor		Director	C-Level	
Real Estate/Development	Real Estate Staff	Any	All	Legal	Sr. Director	COO	$2M+
Special Education Contractors	Special Education Staff		All	Legal	SPED Director	Sr. Director	
Talent	Talent Staff	Any	All	Legal	Directors	COO	
Technology Contracts	Technology Staff	Any	All	Legal	Tech Director	COO	
* Includes graduation, dances, sports fields, any other item regarding a contract							

PROCUREMENT

Background

Summit Public Schools records expenses on the accrual basis of accounting, consistent with generally accepted accounting principles.

By the adoption of the operating budget by the Board of Directors, the Executive Director and home office team and budget leads becomes both responsible for, and generally authorized to expend, the amounts budgeted. By approving an order or making a direct purchase,the budget lead has reviewed the budget as well as assessed the nature and qualification of the purchase. The authorization to expend may, however, be qualified by Board action based upon availability of funds. Such a qualification may necessitate a prioritization of expenditures based upon an incremental implementation of the organization's priorities.

Summit Public Schools procures only those items and services that are required to fulfill the mission and/or

fill a bona fide need. Procurements are made using best value contracting, which entails assessing the best value considering quality, performance and price.

Summit Public Schools adheres to the following objectives:

1. Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, quality, etc.
2. The school will make all purchases in the best interests of the school and its funding sources.
3. The school will obtain quality supplies/services needed for delivery at the time and place required.
4. The school will buy from reliable sources of supply.
5. The school will obtain maximum value for all expenditures.
6. The school will deal fairly and impartially with all vendors.
7. The school will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in Summit Public Schools supplier relationships. Summit Public Schools also has a Board approved conflict of interest policy.

Federal Procurement

There are four types of procurement according to the Code of Federal Regulation section 80.36 of Title 34:

- Micro-purchases
- Small purchases (informal)
- Competitive bids (formal)
- Noncompetitive proposals

Thresholds and Protocols for Competitive Bidding:

Procurement Methods	Threshold
Micro-Purchase	$0.00 - $10,000.00
Small Purchase (Informal)	$10,000.01 - $75,000.00
Competitive Bid (Formal)	$75,000.01+

Micro-Purchases

Purchases of $10,000 or less do not require quotes. However, SPS staff must consider price to be reasonable, and, to the extent practical, distribute purchases equitably among suppliers.

Small Purchases

Purchases between $10,000 and $75,000 must be procured using price or rate quotations from a reasonable number of qualified sources.

Competitive Bids

Competitive Bid Procedures are required when using Federal funds and the procurement is $75,000 or more. Competitive Bid Procedures include:

- preparing clear and definite plans and specifications for such purchases;
- providing the clear and definite plans and specifications to those interested in submitting a bid;
- requiring that bids be in writing;

Noncompetitive proposals, also known as "sole source," are permitted only in four instances:

- Emergency (such as a fire, flood, hurricane).
- Authorized by awarding agency (such as US Department of Education).
- After solicitation of a number of sources, competition is inadequate (such as only one reply).
- The item is available only from one source (must be adequately documented).

For Federal grants, the staff member completing the purchase must confirm the vendor is not excluded by the System for Award Management (unable to receive federal funds via vendor payments) when applying purchases to grants.

Approval

Approval to order goods is garnered by school site leadership (Executive Director). Any staff member may request a purchase. Once approval is received, staff must place their order with the Dean of Operations who will order the goods based on delivery date needed, amount needed, and cost.

If necessary, teachers may purchase supplies directly from vendors and apply for reimbursement. A detailed description of reimbursement policies can be found below.

Reimbursable Expenses

All reimbursements must be pre-approved by the employee's direct supervisor or site-based Executive Director. In situations where a purchase is required in short order, staff may make the purchase with their own funds and apply for reimbursement. Reimbursements are to be filed online using the Expense Reimbursement Form and must be approved by the employee's direct supervisor or site-based Executive Director.

Itemized receipts are required for all expenditures requiring reimbursement. Once expenses have been incurred, requests for reimbursement must be made within 30 days of expense via an Expense Reimbursement form. All receipts should be uploaded and attached to the form. These documents are submitted to the Executive Director for review and approval. All staff shall review reimbursement policies prior to the start of the reimbursement process, and should ask the Finance staff for clarity regarding controls and documentation; and shall provide Finance staff upon request for explanation for clarity or justification.

Expenses over 60 days may be declined for reimbursement.

Travel Expenses

Travel arrangements will be purchased using the company credit card, where possible. In situations where expenses are incurred during the course of business travel, staff may apply for expense reimbursement. Expectations for daily expenses or per diem allowances will be determined prior to the employee trip. Employees should file for reimbursement in the manner described in the above section. Receipts and proof of stay are required for all expenditures requiring reimbursement, and requests for reimbursement must be made within 30 days of expense. In the event that the Executive Director requires travel reimbursement, the Senior Director of Schools or delegate must approve his/her expenses. The coach or economy level of airline tickets shall be the level of airline ticket that shall be utilized in all travel expenses; any upgrades must be approved by the supervisor and/or supported by medical purpose or explanation. All other costs in excess of economy level are to be the responsibility of the employee. As with all reimbursement or fiscal support, Finance team members reserve the right to request explanation and support with any and all reimbursements.

Mileage Reimbursement

All employees are reimbursed at the current standard mileage rate per mile as recommended by the Internal Revenue Service for use of their own vehicle for business-related travel. Parking fees and tolls paid are reimbursable if supported by receipts. Mileage is not guaranteed at the Internal Revenue Service rate.

All employees requesting such mileage reimbursement are required to complete the Expense Reimbursement Form containing the destination of each trip, its purpose, the miles driven, and a subtraction of the employees regular commute miles. This packet must be submitted to the Executive Director for approval within 30 days of the travel date in order for the employee to receive reimbursement.

Credit Card Purchases

Summit Public Schools has one American Express account to be used for all California schools. The credit card may only be utilized after the Controller has determined that payment by check or ACH is not in the best interest of obtaining the necessary supplies or services for students. The credit card will be held by the Controller to prevent improper use and to ensure financial processes and support documentation are accessible. Once the appropriate documentation is received, the Controller has the final approval to use the credit card. Other users that will have access to a physical card in their name under this account will include the CEO, CFO, COO, and the CAO. These other users (CEO,CFO,COO,CAO) will sign an acceptable use policy document and their usage will be restricted to their travel and their operational costs directly related to their own personal needs, and supported by an approved budget. They solely will be responsible for forwarding credit card receipts as well as answering Finance queries around expenses. Operational policy and procedures regarding the credit card account will be at the sole discretion of the Finance department and Controller, to prioritize controls and audit compliance and minimize risk of fraud. This includes the addition of new users, where the track record of fiscal procedural compliance will be the principal determinant of new accounts, who will be confirmed by the Board of Directors. The CEO, CFO, COO, and CAO's staff will continue to work with the Controller to provide requests for credit card usage for their own and other SPS needs. The users of the SPS American Express account are held to an exceptional standard with regards to judicious use for their own travel and ensuring that Finance staff have proper support for reconciliation.

Credit card purchase requests must be approved with the Executive Director's signature via the Check Request form. Once signed, the payment request form, along with the invoice, must be sent to the Controller, who will arrange the final payment (either online or by phone).

Any receipts sent to the school must be forwarded to the Controller or delegate. The credit card statement will be reconciled by the Accountant once the statement is released. All purchases must have an approved payment request form with all required supporting documentation. All credit card users must immediately, within 5 business days, send the receipts to the Finance department. The credit card package is then provided to the CFO for approval. Once the CFO reviews and approves it, the Controller will pay the credit card balance. Failure to follow rules contained in this document and the acceptable use policy will result in a written warning, suspension of the credit card, permanent revocation of use privileges, and/or disciplinary action which could include termination of employment.

PAYROLL

Employees vs. Independent Contractors

When SPS chooses to utilize an independent contractor, it first ensures that the individual does qualify as an independent contractor and should not be categorized as a regular employee. Before hiring an employee or independent contractor, the Human Resources Team tests to ensure the professional relationship is set up correctly as either employee or independent contractor. Generally, if a worker is being managed closely daily, they must be classified as an employee and have statutory deductions withheld. In analyzing whether or not a worker qualifies as an independent contractor, the school should review each of the questions below.

The following questions are designed as a guide to help delineate between employees and contractors:

- How much control does the employer exercise over the worker?
- Who sets the hours and schedule for the worker?
- Does the worker use their own tools or equipment?
- Is the worker located on the employer's premises or do they work out of their own space?
- Is the worker exclusively employed by Summit or free to contract with others to provide the same or a similar service?
- Do the contract terms pay the worker a fixed sum, with the obligation to pay expenses, payroll taxes, and any relevant benefits resting with the worker?

Hiring of an Employee

The Executive Director initiates requests for new employees and compares them with the approved annual personnel budget. If the position is not included in the approved annual budget, the Executive Director must obtain prior approval from the CFO and CEO before posting the position. Any new hire is subject to a background check via fingerprinting and reference checks. Once hired, the Human Resources Team collects and provides all onboarding documentation to Trinet, the organization's third-party payroll service provider.

Salary Determination

- ***Incoming Instructional Staff***
  SPS has established a salary schedule for instructional staff positions that is negotiated between United Summit (SPS teacher union) and SPS leadership. Placement on the salary schedule is based on an aggregation of surrounding district salary scales, determined by years of experience, and the highest level of education attained.

- ***Incoming Administrators and Non-Instructional Staff***
  Incoming administrators and non-instructional staff are paid market-competitive wages based on the compensation policy. Salary is set by a salary scale for each position based on years of experience and

education attained.

- ***Returning Instructional Staff, Administrators, and Non-Instructional Staff***

  Any changes to a staff member's salary will be approved by the Compensation Committee, documented in writing, and maintained in the employee's personnel file. Returning instructional staff, administrators, and non-instructional staff at Summit Public Schools are moved up one year in the salary scale (teachers) or an annual pay increase as determined by the CEO and/or Executive Director through the Compensation Committee's approved proposal (administrators and non-instructional staff).

Processing Payroll

The school uses an outside service, Trinet, to assist in processing its payroll. Payroll Processing includes the following:

Task	Completed By
Obtaining/Processing Payroll Information	Human Resources Team
Computing Wages	Human Resources Team
Performing Pay Period Activities	Payroll Manager and Human Resources Team
Preparing all tax forms/compliance	TriNet
Preparing 1099s (contractors)	Accountant

All employees are paid over a 11-month or 12-month cycle. Pay periods are semi-monthly for non-exempt employees and monthly for exempt employees, with non-exempt employees generally paid on the 10th and 25th of each month and exempt employees paid monthly on the 25th. Employees will be on the prior business day if the pay date falls on a weekend or holiday.

The Payroll Manager, Director of People Operations, and Controller meet to review all information to be included in the payroll. Following this review, any corrections are provided to the payroll vendor. Once corrections are processed, TriNet provides the Payroll Manager with a preview report as a final confirmation before payroll is processed.

Company preference is for all employees to elect direct deposit. Employees who request a paper paycheck will receive it directly from TriNet via US postal mail. Any lost, stolen, or destroyed checks must have a written request submitted to the Payroll Manager. A new paycheck will be issued to the employee as soon as practicable after receiving the written request.

Posting Payroll to General Ledger

TriNet will produce invoices for each payroll disbursement. The Payroll Manager compiles payroll invoices and registers to record expenses, liabilities, and cash disbursements in the accounting system by journal entry. The Payroll Manager generates the journal entry using a spreadsheet corresponding to the amount of cash TriNet withdrew from the organization's bank accounts during the month. The payroll spreadsheet and proposed journal entries are reviewed for accuracy by the Controller prior to and after being prepared.

RECORDS RETENTION

Records Retention Policy

All financial records shall be maintained in secure formats, whether in a locked space at the Home Office in Redwood City, CA, or electronically, with a limited number of individuals having access to the records.

In the event of a major system malfunction, all financial records would be safely maintained in third party internet space via the real-time NetSuite backup system. In the event of any other major system malfunction, any transactions since the last available backup would be re-recorded based on the cash disbursement records and cash receipts records. All disbursement and revenue records are also stored electronically in Summit's Google accounts.

Summit Public Schools is required to retain various categories of records for specified periods of time in accordance with state and federal law. The Policy is intended to ensure that Summit Public Schools retains all necessary records as prescribed by law and disposes of records in a safe and responsible manner. Records may be destroyed when retention periods have expired. State law and federal law provide the basis for the following retention periods:

Summit Public Schools Financial Records Retention Parameters			
Item	**Required**	**Recommended**	**Destroy**
Invoices (Vendors)	3 years	4 years	7 years
Journal Entries	3 years	4 years	7 years
Ledgers	3 years	4 years	7 years
Interims	Permanent	Permanent	Never
School District Audit Reports	Permanent	Permanent	Never
Auditor's Reports	Permanent	Permanent	Never
ADA Reports	Permanent	Permanent	Never
General Ledger	Permanent	Permanent	Never
Use Tax Return	3 years	4 years	7 years
Payroll Records	3 years	4 years	7 years
Bank Rec and Cancelled Checks	3 years	4 years	7 years

Records Access Policy

The Controller will provide timely access to the organization's records and supporting records, as requested by government auditors, to facilitate the completion of such audits or reviews.

Financial records are maintained at the Summit Public Schools Home Office in Redwood City, California. All requests will be processed in a timely manner.

Records Destruction Policy

The Controller or delegate will authorize the destruction of confidential records. If any litigation, claim, or audit is started before the expiration of the designated retention period, the records shall be retained until all litigation, claims or audit findings involving the records have been resolved and final action taken.

Once any school records have reached the conclusion of their retention period according to the Records Retention Policy, the office of origin will request authorization from the Controller to destroy them. The school will arrange for the safe and secure destruction of confidential records.

Destruction methods do not permit the recovery, reconstruction, and/or future use of confidential information. An overview of these methods follows.

- Paper records containing confidential information should be shredded and/or pulped, not simply thrown out with other classes of records or with miscellaneous trash.
- Electronic or machine-readable records containing confidential information require a two-step process for assured, confidential destruction. Deletion of the contents of digital files and emptying of the desktop "trash" or "waste basket" is the first step. It must be kept in mind, however, that reconstruction and restoration of "deleted" files are quite possible in the hands of computer specialists. With regard to records stored on a "hard drive," it is recommended that commercially available software applications be utilized to remove all data from the storage device. When properly applied, these tools prevent the reconstruction of any data formerly stored on the hard drive. With regard to floppy disks and back-up tapes, it is recommended that these storage devices be physically destroyed.

FRAUD & MISAPPROPRIATION

Summit Public Schools will not tolerate any fraud or suspected fraud involving employees, officers or Directors, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a relationship with the school. Any investigative activity required will be conducted without regard to the suspected wrongdoer's length of service, position/title, or relationship with the school.

Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. The CFO, Controller, and each board member will be familiar with the types of improprieties that might occur within his or her area of responsibility, and be alert for any indication of irregularity. Any detected or suspected fraud must be reported immediately to the Board of Directors who will take all necessary actions.

Actions Constituting Fraud

The terms fraud, defalcation, misappropriation, and other fiscal irregularities refer to, but are not limited to:

- Any dishonest or fraudulent act
- Forgery or alteration of any document or account belonging to the school
- Forgery or alteration of a check, bank draft, or any other financial document
- Misappropriation of funds, supplies, equipment, or other assets of the school
- Impropriety in the handling or reporting of money or financial transactions
- Disclosing confidential and proprietary information to outside parties
- Accepting or seeking anything of material value from contractors, vendors, or persons providing goods or services the school
- Destruction, removal or inappropriate use of records, furniture, fixtures, and equipment
- Any similar or related irregularity

Investigation Responsibilities

The Board Chair has the primary responsibility for investigating all suspected fraudulent acts as defined in the policy. The Board of Directors may utilize whatever internal and/or external resources it considers necessary in conducting an investigation. If an investigation substantiates that fraudulent activities have occurred, the Board will issue reports to the appropriate designated personnel.

Decisions to prosecute or refer the examination results to the appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel, insurance company advice, and senior management, as will final dispositions of the case. The organization must maintain the necessary insurance policies, including crime insurance, to protect the organization's assets.

Confidentiality

The Board of Directors will treat all information received confidentially, except if legally required.

Investigation results will not be disclosed or discussed with anyone other than those with a legitimate need to know. This is important to avoid damaging the reputations of persons suspected but subsequently found innocent of wrongful conduct, and to protect the school from potential civil liability.

Authority for Investigation of Suspected Fraud

Members of the Board of Directors will have:

1. Unrestricted access to all the school's records and premises; and
2. The authority to examine, copy, and/or remove all or any portion of the contents of files, desks, cabinets, and other storage facilities on the premises without prior knowledge or consent of any individual who may use or have custody of any such items or facilities when it is within the scope of their investigations.

Reporting Procedures

An employee who discovers or suspects fraudulent activity will contact the Chairperson of the Board of Directors immediately. The employee or other complainant may remain anonymous. All inquiries concerning the activity under investigation from the suspected individual(s), his or her attorney or representative(s), or any other inquirer should be directed to the Finance Committee or legal counsel. No information concerning the status of an investigation will be given out. The proper response to any inquiry is, "I am not at liberty to discuss this matter." Under no circumstances should any reference be made to "the allegation," "the crime," "the fraud," "the forgery," "the misappropriation," or any other specific reference.

The reporting individual should be informed of the following:

1. Do not contact the suspected individual to determine facts or demand restitution
2. Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do so by the appointed legal counsel or the Board of Directors.

WHISTLEBLOWER POLICY

Summit Public Schools requires employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the school are expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.

It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.

No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequences. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the school prior to seeking resolution outside the school.

Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

Legal counsel will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Appendix

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Appendix

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Summit Public School: Tahoma - Overview of Financial Projections

Summit Public Schools has successfully operated Summit Public School: Tahoma since the fall of 2011. The financial projections are based on 15 years of operating SPS: Tahoma and 20+ years of operating history across the school in the Summit Public Schools network.

1. Overview of Enrollment and Fiscal Management

Summit Tahoma has proactively reviewed its multi-year budget and enrollment projections to ensure long-term fiscal stability and operational sustainability during the upcoming charter term (FY 2028–2032). Due to shifts in local enrollment patterns, particularly at the entry-grade level, Summit Tahoma has adjusted its student enrollment projection to a stable target of 360 students, down from the previous long-term target of 400.

Rather than viewing this shift as a deficit, Summit Tahoma is strategically "right-sizing" its operational model to match this enrollment level. This proactive planning ensures a balanced budget across all years of the petition span while maintaining the integrity and high quality of the academic program. To achieve this fiscal alignment, Summit Tahoma will implement a tiered staffing adjustment, beginning in FY 2028 with a reduction of Full-Time Equivalent (FTE) staffing in the Science and Mathematics departments from 4.0 to 3.0 FTE.

We have made all possible adjustments while maintaining a lean administrative structure and continuously scrutinizing all budget line items; however, because salaries and benefits account for the largest proportion of our operating costs, targeted staffing reductions are a necessary step to align expenditures with sustained revenue.

2. Academic Program Strength and Programmatic Impact

Summit Tahoma has designed this right-sized staffing model specifically to preserve the full academic program, maintaining the rigor and overall quality of our offerings while aligning instructional capacity with student enrollment. This transition is supported by several key strategic factors:

- **Scheduling Adaptability and Credential Compliance:** The scheduling model is designed to be highly adaptable and fully credential-compliant under multiple personnel scenarios. By structuring course sections to allow for cross-disciplinary coverage (e.g., matching credentials that span physical and life sciences or multiple mathematics levels), the school can maintain a comprehensive course catalog without relying on individual personnel dependency.
- **Corroborating Success in Other Core Departments:** The 3-FTE model is already a proven, successful operational structure at Summit Tahoma. Both the English Language Arts (ELA) and Social Science departments currently operate with 3.0 FTE teachers. Under this structure, students have consistently achieved strong academic results and maintained high proficiency rates, demonstrating that core departments can be highly effective and unified under this efficient staffing model.

- **Targeted Coaching and Curriculum Support:** To support our 3.0 FTE Math and Science departments, the Summit Home Office provides targeted, centralized coaching and curriculum supports. This includes direct access to shared instructional coaching models, network-wide professional development specifically designed for core department collaboration, and centralized curriculum resources. These specific supports ensure that our 3.0 FTE Math and Science teachers receive continuous, high-quality professional development and administrative support to effectively manage their student cohorts.
- **Leadership Tenure and Experienced Staff:** The implementation of this staffing transition is anchored by the long tenure of our leadership and the experience of our instructional staff. Executive Director Jonathan Stewart has led Summit Tahoma since 2015 and brings 25 years of public education experience to this transition. Supported by an experienced, long-tenured team, our staff's familiarity with the Summit educational model supports operational stability and continuous program delivery as we transition to this right-sized staffing structure.

3. Commitment to Student Outcomes

By proactively adjusting our staffing to match a realistic enrollment of 360 students, Summit Tahoma is presenting a conservative, balanced, and fiscally responsible budget to the Santa Clara County Office of Education (SCCOE). This strategic right-sizing supports responsible stewardship of public funds and is designed to preserve a robust, personalized educational program that prepares every student for college and career success.

Enrollment:

Per the Summit model, SPS: Tahoma is a small school, enrolling approximately 90 students per grade. Total enrollment is projected to range from 350 to 360 students across the charter renewal budget.

Enrollment	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
9	75	90	90	90	90	90
10	91	80	90	90	90	90
11	99	90	80	90	90	90
12	95	95	90	80	90	90
Total Enrolled	**360**	**355**	**350**	**350**	**360**	**360**

Average daily attendance is budgeted at 94% in all years.

Key Revenue Sources:

<u>LCFF (Local Control Funding Formula) Funding:</u>

The principal source of funding is the Local Control Funding Formula from the State of California. Based on the current rates and future COLAs contained in the FCMAT LCFF v27.1b, Summit projects our LCFF rates through 2032 to be:

LCFF $/ADA	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**	**2031-32**
	$14,070	$14,507	$14,957	$15,424	$15,906	$16,384

Special Education:
SPS: Tahoma is part of the El Dorado County SELPA. The El Dorado County SELPA funding rate per ADA is $1,340 (state) and $145 (federal).

Title Funding
SPS: Tahoma will continue to receive Title Funding with a projection of $503 per student qualifying for Free or Reduced Lunch (FY27). This is based on the current level of funding.

Child Nutrition
Summit Tahoma is projecting revenues for both state and federal child nutrition that are based on what has historically been received by the school.

Lottery
State lottery is projected based on the School Services Dartboard at $274 per prior year ADA for all years of the budget.

Other State Funding Sources

SERMHS - School based ERMHS is projected at $88 per ADA in FY 27 and $91 per ADA in the first year of the renewal budget (FY 28).

Mandated Cost Reimbursement - Mandated Cost Reimbursements are projected at $60 (9-12) per prior year enrolled student in FY 27 and $62 in the first year of the renewal budget (FY 28).

Prop 28 Arts and Music in Schools - Funding for this program is calculated based on a projection of $128 per enrolled student and $87 per FRL student, based on data from the prior year.

All Other State Revenue - This funding represents the school's one-time funding projections from the Student Support and Professional Development Block Grant (SSPDDBG) and Learning Recovery Emergency Block Grant (LREBG). Projections are based on the apportionment schedule for LREBG and projections of $900 per PY ADA for SSPDDBG. Funds have been allocated across the allowable spending timeline.

Other Local Revenue/Fundraising:
Summit Tahoma is projecting $139,660 across all local revenue sources and fundraising in the first

year of the charter renewal budget (FY 2027-28). This accounts for any revenue that is collected for donations that support athletics, field trips, clubs, testing or general support for the school. In total, this represents approximately two percent of the total revenue projection.

Key Expenses:

Staffing Plan:
To ensure the highest level of attention to our students, SPS: Tahoma will maintain a low student faculty ratio. As SPS: Tahoma has fully grown out into the 9-12 model, no additional staffing is projected in future years. We will continue to monitor the needs of the school and available resources to evaluate potential future staffing needs.

To be conservative, we have added slow staffing reductions for FY28-29 to accommodate for the smaller incoming 9th grade classes. This is a structural change in the school's staffing model to ensure long-term viability and sustainability while anticipating slower intake classes.

FTE Total	FY27	FY28	FY29	FY30	FY31	FY32
English	3	3	3	3	3	3
History	3	3	3	3	3	3
Math	4	3	3	3	3	3
Science	4	3	3	3	3	3
Spanish	2	2	2	2	2	2
DLT (Sped)	3	3	2	2	2	2
VPA	1	1	1	1	1	1
Teachers Total	20	18	17	17	17	17
Principal/ Exec. Director	1	1	1	1	1	1
Deans	3	3	3	3	3	3
Special Projects Manager	1	1	-	-	-	-
Office Assistants	1	1	1	1	1	1
Admin Total	6	6	5	5	5	5
Other						
Coaches	1.2	1.2	1.2	1.2	1.2	1.2
Total FTE	**27.2**	**25.2**	**23.2**	**23.2**	**23.2**	**23.2**

Teacher salaries are projected using current costs for FY27 and increase by 4% in FY 28 to an average of $100,059. Other salaries are also projected using current numbers and increasing by 3-4% per year.

SPS: Tahoma will purchase financial, technology, data, fundraising, leadership, and professional development services from Summit Public Schools. This expense can be found in the bottom section of the budget and is billed in the 5000 series.

Benefits:
SPS: Tahoma faculty members will receive health, dental, and vision benefits. Health and welfare benefits are projected on our historical costs and assume a 6% annual increase. Finally, qualified certificated faculty will be enrolled in STRS. Non-certificated faculty will be eligible for our 401(a) plan, with a 10% employer contribution. Summit covers 75% of insurance costs for employees and dependents.

Books and Supplies

Books and supplies have been budgeted in line with the historical costs for the school and increase with both the increase in the students and inflation.

Technology:
To support the curriculum, SPS: Tahoma will maintain a 1:1 student computer ratio. Additionally, every faculty member will have a laptop. Our projected technology cost is based on our historical experience per student cost and projections from our tech team. We assume increases in expenses each year.

Facilities:
SPS: Tahoma facilities costs are based on our facilities agreement with Eastside Union High School District. Other facilities costs, such as utilities, janitorial and repairs and maintenance are projected based on our current contracts, historical spending and future projections.

SPS Partnership Support Fees:
SPS: Tahoma will purchase financial, technology, data, fundraising, leadership, academic and professional development services from Summit Public Schools. 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 single site school.

District Oversight:
District oversight is 1% of Local Control Funding Formula (LCFF) revenues.

Special Education Contractors:
SPS: Tahoma utilizes contractors to provide specialized support for students with IEPs. These supports include speech pathology, school psychology, ERMHs and special education paraprofessionals. These costs are projected based on historical usage and updated contracts from our partners that provide services.

Community Partnerships:
SPS: Tahoma will continue to provide career-connected opportunities to students using community partnerships. This amount is projected at $538 per student in the first year of the charter renewal budget (FY 28) and will increase each year with inflation and the number of projected students.

Cash:

SPS: Tahoma maintains adequate cash flow reserves across the charter renewal budget with cash at ~$1M or higher in all months. This creates a minimum of 60 days of cash on hand through all fiscal years, providing sufficient liquidity to manage any unexpected delays in revenue from the state or unexpected timing of expenses.

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. (Resolution available upon request.) In the case of cash shortages, SPS: Tahoma will have access to working capital from SPS Central.

Fiscal Health Risk Analysis

for Charter Schools

The Fiscal Crisis and Management Assistance Team (FCMAT) has developed the Fiscal Healt
evaluate a charter school's fiscal health and risk of insolvency in the current and two subseque

The FHRA includes 19 sections, each containing specific questions. In this Excel file, each qu
a "Yes," "No," or "N/A" for the scoring at the end to be accurate. Unanswered questions will be counted as "no" answers and thus will raise a charter school's risk score.

Each section and specific question is included based on FCMAT's work since its inception; they are the common indicators of risk or potential insolvency for charter schools that have neared insolvency .or have failed. Each section of this analysis is critical, and lack of attention to these critical areas will eventually lead to a charter school's failure. The analysis focuses on essential functions and processes to determine the level of risk at the time of assessment.

The greater the number of "no" answers to the questions in the analysis, the greater the potential risk of insolvency or fiscal issues for the charter. Not all sections in the analysis and not all questions within each section carry equal weight; some areas carry higher risk and thus count more heavily toward or against a charter's fiscal stability percentage.

For this tool, a score of 40% or more is considered high risk; a score of 25%-39% is considered moderate risk; and a score of 24% or lower is considered low risk.

Identifying issues early is the key to maintaining fiscal health. Diligent planning will enable a charter school to better understand its financial objectives and strategies to sustain a high level of fiscal efficiency and overall solvency. A charter school should consider completing the FHRA annually to assess its own fiscal health risk and progress over time.

	Score
Summit Tahoma - 26-27	**7.8%**
Score Breakdown by Section:	
1. Annual Independent Audit Report	0.0%
2. Budget Development and Adoption	0.0%
3. Budget Monitoring and Updates	0.0%
4. Cash Management	0.0%
5. Collective Bargaining and Unrepresented Employee Agreements or Compensation Agreements	1.0%
6. Contributions and Transfers	0.0%
7. Deficit Spending (Unrestricted General Fund)	1.0%

8. Employee Benefits		0.0%
9. Enrollment and Attendance		1.0%
10. Facilities		0.0%
11. Fund Balance/Net Position and Reserve for Economic Uncertainty		0.0%
12. General Fund - Current Year		0.0%
13. Information Systems and Data Management		1.0%
14. Internal Controls and Fraud Prevention		0.6%
15. Leadership and Stability		1.6%
16. Multiyear Projections		0.0%
17. Debt and Risk Management		0.0%
18. Position Control		1.0%
19. Special Education		0.6%
	Score	7.8%

Fiscal Health Risk Analysis
for Charter Schools

FCMAT
FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM

Charter School:

Summit Tahoma - 26-27

Response

1. Annual Independent Audit Report

1.1	Has the charter school corrected prior year audit findings without affecting its fiscal health (e.g., material apportionment or internal control findings)?	n/a
1.2	Has the independent audit report for the most recent fiscal year been completed and presented to the board within the statutory timeline?	yes
1.3	Were the charter school's most recent and prior two audit reports free of findings of material weaknesses?	yes
1.4	Has the charter school corrected all reported audit findings from the current and past two audits?	n/a
1.5	Does the audit report disclose any charter management organization (CMO) or related party transactions?	yes

Self-assessment notes:

Tahoma has mainatined audits that are free from findsin and material waekness throughout the life of the school.

2. Budget Development and Adoption

2.1	Does the charter school develop and use written budget assumptions and multiyear projections that are reasonable, are supported by detailed calculations or other evidence, and have been clearly articulated?	yes
2.2	Does the charter school use a budget development method other than a prior-year rollover budget, and if so, does that method include tasks such as review of prior year estimated actuals by major object code and removal of one-time revenues and expenses?	yes
2.3	Does the charter school use position control data for budget development?	yes
2.4	Did the charter school submit its SB 740 determination timely, if nonclassroom-based, and was it approved by CDE for full funding?	n/a
2.5	Does the charter school calculate the Local Control Funding Formula (LCFF) revenue correctly? If the LCFF is calculated for the charter school, has the charter school verified the data used within the calculation?	yes
2.6	If the charter school budgets for private revenues or donations, does it have a contingency plan should those revenues not materialize?	yes
2.7	Does the budget development process include input from parents and other key stakeholders (e.g., staff, administrators, the governing board, the community, etc.)?	yes
2.8	Does the charter school budget reflect expending restricted funds before unrestricted funds?	yes
2.9	Have the local control accountability plan (LCAP) and the budget been adopted within statutory timelines established by Education Code Section 47604.33 and submitted to the authorizer and county office of education by July 1 for the current and past two fiscal years?	yes
2.10	Has the charter school refrained from including carryover funds in its adopted budget?	yes
2.11	Other than objects in the 5700s and 7300s and appropriate abatements in accordance with the California School Accounting Manual, does the charter school avoid using negative or contra expenditure accounts?	yes
2.12	Does the charter school have a documented policy and/or procedure for evaluating the proposed acceptance of grants and other types of restricted funds and the potential multiyear impact on the charter school's unrestricted fund?	yes
2.13	Does the charter school adhere to a budget calendar that includes statutory due dates, major budget development tasks and deadlines, and the staff member/department responsible for completing them?	yes

Self-assessment notes:

3. Budget Monitoring and Updates

3.1	Are actual revenues and expenses consistent with the most current budget?	yes
3.2	Are budget revisions posted in the financial system at each interim report, at a minimum?	yes
3.3	Are clearly written and articulated budget assumptions and notes that support budget revisions communicated to the board at each interim report, at a minimum?	yes
3.4	If applicable, following board approval of increased compensation for employees (salary and/or benefits), does the charter school make necessary budget revisions in the financial system to reflect settlement costs before the next financial reporting period?	yes
3.5	Has the charter addressed any fiscal deficiencies the authorizer has identified in its oversight letters in the current and prior two fiscal years?	yes

3.6	Does the charter prohibit processing of requisitions or purchase orders when the budget is insufficient to support the expenditure?	yes
3.7	Does the charter encumber and adjust encumbrances for salaries and benefits?	yes
3.8	Are all balance sheet accounts in the general ledger reconciled at least at each interim report and at year end close?	yes
3.9	For the most recent and two prior fiscal years, have the interim reports and the unaudited actuals been adopted and filed with the chartering authority and the county superintendent of schools within the timelines established in Education Code?	yes

Self-assessment notes:

4. Cash Management

4.1	Are cash and investment accounts held by the charter school reconciled monthly?	yes
4.2	Does the charter school forecast its cash receipts and disbursements at least 18 months out, updating the actuals and reconciling the remaining months to the budget monthly to ensure cash flow needs are known?	yes
4.3	Does the charter school have a reasonable plan to address cash flow needs during the current fiscal year and subsequent year?	yes
4.4	Does the charter school's short-term cash flow plan accurately account for accounts receivable factoring or other forms of cash advances or borrowing?	yes
4.5	Does the charter school have sufficient cash resources in its other funds/accounts to support its current and projected obligations?	yes
4.6	If intercharter borrowing or transfers occur, are those funds documented and reconciled?	yes
4.7	If the charter school is managing cash through external borrowing, does the charter school's cash flow projection include repayment based on the terms of the loan agreement?	yes

Self-assessment notes:

5. Collective Bargaining and Unrepresented Employee Agreements or Compensation Agreements

5.1	Has the charter school addressed whether salaries and/or benefits will be increased for all its employees for the prior two fiscal year(s)?	yes
5.2	Has the charter school addressed whether salaries and/or benefits will be increased for all its employees for the current year?	yes
5.3	Does the charter accurately quantify the effects of increased salaries and/or benefits and include them in its budget and multiyear projections?	yes
5.4	Did the charter school analyze and identify related costs or savings, if any (e.g., statutory benefits, and step and column salary increase), for the current and subsequent years, and did it identify ongoing revenue sources or expenditure reductions to cover the estimated costs of salary and/or benefits increases?	yes
5.5	In the current and prior two fiscal years, has the charter school settled the total cost of the compensation increases at or under the funded cost-of-living adjustment (COLA)?	no
5.6	If compensation increases are still unresolved for the past two years, has the charter school identified resources to cover the estimated costs of settlements?	n/a

Self-assessment notes:

6. Contributions and Transfers

6.1	Does the charter school have a board-approved plan to eliminate, reduce or control any contributions/transfers from the unrestricted resources to restricted programs?	n/a
6.2	If any contributions/transfers were required for restricted programs in either of the prior two fiscal years, and this is still necessary in the current year, did the charter school budget for them at reasonable levels?	n/a

Self-assessment notes:

7. Deficit Spending (Unrestricted General Fund)

7.1	Is the charter school avoiding deficit spending in the current fiscal year?	no
7.2	Is the charter school projected to avoid deficit spending in both of the two subsequent fiscal years?	yes
7.3	If the charter school has deficit spending in the current or two subsequent fiscal years, has the board approved and implemented a plan to reduce and/or eliminate deficit spending?	yes
7.4	Has the charter school decreased deficit spending over the past two fiscal years?	yes

Self-assessment notes:

We are projecting a small deficit in FY 27 and budget surpluses in all years of the charter renewal petition. Our deficit spending has decreased in each of the last three years.

8. Employee Benefits

8.1	Has the charter school completed an actuarial valuation in accordance with Governmental Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) requirements to determine its unfunded liability for other post-employment benefits (OPEB)?	n/a
8.2	Does the charter school have a plan to fund its liabilities for retiree health and welfare benefits?	n/a
8.3	Has the charter school followed a policy to limit accrued vacation balances?	yes
8.4	If health insurance is offered, has the charter school conducted a verification and determination of eligibility for benefits for all active and retired employees and dependents within the last five years?	yes
8.5	Does the charter school track, reconcile and report employees' compensated leave balances?	n/a

Self-assessment notes:

9. Enrollment and Attendance

9.1	If applicable, has the charter school submitted its Pupil Estimates for New or Significantly Expanding Charters (PENSEC) due to significant expansion?	n/a
9.2	Has the charter school's enrollment been increasing or remained stable for the current and two prior years?	no
9.3	Does the charter school monitor and analyze enrollment and average daily attendance (ADA) data at least monthly through the second attendance reporting period (P2)?	yes
9.4	Does the charter school track historical enrollment and ADA data to establish future trends?	yes
9.5	Do charter school sites maintain an accurate record of daily enrollment and attendance that is reconciled monthly at the site and total charter school levels?	yes
9.6	Has the charter school certified its California Longitudinal Pupil Achievement Data System (CALPADS) data by the required deadlines (Fall 1, Fall 2, EOY) for the current and two prior years?	yes
9.7	Are the charter school's enrollment projections and assumptions based on historical data, industry-standard methods, and other reasonable considerations?	yes
9.8	Do all applicable sites and departments review and verify their respective CALPADS data and correct it as needed before the report submission deadlines?	yes

Self-assessment notes:

10. Facilities

10.1	Does the charter school have sufficient and available capital outlay funds to cover all contracted obligations for capital facilities projects?	n/a
10.2	Does the charter school properly track and account for facility-related projects?	yes
10.3	Does the charter school use its facilities fully in accordance with the Office of Public School Construction's loading standards?	yes
10.4	Does the charter school include facility needs (maintenance, repair, and operating requirements) when adopting a budget?	yes

10.5	Has the charter school conducted regular facilities inspections and resolved any outstanding issues?	yes
10.6	Does the charter school have an up-to-date long-range facilities master plan?	yes

Self-assessment notes:

11. Fund Balance/Net Position and Reserve for Economic Uncertainty

11.1	Is the charter school able to maintain the minimum reserve for economic uncertainty in the current year in accordance with best practices and as defined by 5 CCR 15450?	yes
11.2	Is the charter school able to maintain the minimum reserve for economic uncertainty in the two subsequent years?	yes
11.3	If the charter school is not able to maintain the minimum reserve for economic uncertainty, does the multiyear financial projection include a board-approved plan to restore the reserve?	n/a
11.4	Is the charter school's projected unrestricted fund balance stable or increasing in the two subsequent fiscal years?	yes
11.5	If the charter school has unfunded or contingent liabilities or one-time costs, does the unrestricted fund balance include reserves above the recommended reserve level?	n/a
11.6	Does the charter school have adequate cash reserves to ensure it can meet its financial obligations in the current and two subsequent years?	yes

Self-assessment notes:

Fund balance is projected to increase from 13% at the end of FY 27 to 16% over the span of the charter renewal timeline

12. General Fund - Current Year

12.1	Does the charter school ensure that one-time revenues do not pay for ongoing expenditures?	yes
12.2	Is the percentage of the charter school's unrestricted expenditure budget that is allocated to salaries and benefits at or below the district statewide average for the current year?	yes
12.3	Is the percentage of the charter school's unrestricted expenditure budget that is allocated to salaries and benefits at or below the district statewide average for the two prior years?	yes
12.4	If the charter school has received any uniform complaints or legal challenges regarding local use of supplemental and concentration grant funding in the current or two prior years, is it addressing the complaint(s)?	n/a
12.5	Does the charter school either ensure that restricted dollars are sufficient to pay for staff assigned to restricted programs or have a plan to fund these positions with unrestricted funds?	n/a
12.6	Is the charter school using its restricted dollars fully by expending allocations for restricted programs within the required time?	yes
12.7	Does the charter school account for all program costs, including the maximum allowable indirect costs, for each restricted resource?	yes

Self-assessment notes:

13. Information Systems and Data Management

13.1	Does the charter school use an integrated financial and human resources system?	no
13.2	Can the system(s) provide key financial and related data, including personnel information, to help the charter school make informed decisions?	yes
13.3	Has the charter school accurately identified students who are eligible for free or reduced-price meals, English learners, and foster youth, in accordance with the LCFF and its LCAP?	yes

Self-assessment notes:

14. Internal Controls and Fraud Prevention

14.1	Does the charter school have controls that limit access to its financial system and include multiple levels of authorization?	yes

14.2	Are the charter school's financial system's access and authorization controls reviewed and updated upon employment actions (e.g., resignations, terminations, promotions, or demotions) and at least annually?	yes
14.3	Does the charter school ensure that duties in the following areas are segregated, and that they are supervised and monitored?	
	• Accounts payable (AP)	yes
	• Accounts receivable (AR)	yes
	• Purchasing and contracts	yes
	• Payroll	yes
	• Human resources (HR)	yes
14.4	Are beginning balances for the new fiscal year posted and reconciled with the ending balances for each fund from the prior fiscal year?	yes
14.5	Does the charter school review and clear prior year accruals by first interim?	yes
14.6	Does the charter school reconcile all suspense accounts, including salaries and benefits, at least at each interim reporting period and at the close of the fiscal year?	yes
14.7	Has the charter school reconciled and closed the general ledger (books) within the time prescribed by the authorizer?	yes
14.8	Does the charter school have processes and procedures to discourage and detect fraud?	yes
14.9	Does the charter school maintain an independent fraud reporting hotline or other reporting service(s)?	no
14.10	Does the charter school have a process for collecting and following up on reports of possible fraud?	yes
14.11	Does the charter school have an internal audit process?	yes

Self-assessment notes:

15. Leadership and Stability

15.1	Does the charter school have a chief financial official who has been with the entity more than two years?	no
15.2	Does the charter school have a superintendent/executive director who has been with the entity more than two years?	yes
15.3	Does the superintendent/executive director meet on a scheduled and regular basis with all members of their administrative team?	yes
15.4	Is training on financial management and budget provided to site and department administrators who are responsible for budget management?	yes
15.5	Is there adherence to a monthly schedule for board meetings?	no
15.6	Are board meeting agendas and minutes posted to the charter school's website?	yes
15.7	Does the governing board adopt and revise policies, administrative regulations and/or bylaws annually?	yes
15.8	Are newly adopted or revised policies and administrative regulations implemented, communicated and available to staff?	yes
15.9	Are board members trained in areas such as the board's role, governance, board policy, human resources, and community relations every two years?	yes
15.10	Does the charter school have nonprofit exempt status that has not been revoked, denied or suspended?	yes
15.11	Is the charter school's management staff without a conflict of interest, defined as a related party with the organization CMO or other related service provider?	yes

Self-assessment notes:

The CFO has been with the organization for 15 months, but has 17 years of previous experience working in charter school finance and has supported several SCCOE authorized charters. The board meets regularly, but is not on a monthly cadence.

16. Multiyear Projections

16.1	Does the charter school develop multiyear projections for a minimum of two subsequent fiscal years?	yes
16.2	If the charter school has developed multiyear projections, do they include detailed assumptions that align with industry standards?	yes
16.3	To help calculate its multiyear projections, did the charter school prepare an accurate LCFF calculation with multiyear considerations?	yes
16.4	Does the charter school use its most current multiyear projection in making financial decisions?	yes

Self-assessment notes:

17. Debt and Risk Management

17.1	Are the sources of repayment for debt {such as certificates of participation (COPs), bridge financing, revenue anticipation notes (RANs), selling of accounts receivables and other borrowing} stable, predictable, and other than unrestricted general fund?	yes
17.2	If the charter school has issued debt, has its credit rating remained stable or improved in the current or prior two fiscal years?	yes
17.3	If the charter school is self-insured, does the charter have a recent (every two years) actuarial study and a plan to pay for any unfunded liabilities?	n/a
17.4	If the charter school has debt (such as COPs, bridge financing, RANs, selling of accounts receivables and other borrowing), is the total of annual debt service payments no greater than 2% of the charter school's unrestricted general fund revenues?	n/a

Self-assessment notes:

While no issuance of debt has been issued specic to Tahoma, Summit Public Schools received a bond rating upgrade from Moody's in October of 2025.

18. Position Control

18.1	Does the charter school account for all positions and costs?	yes
18.2	Does the charter school reconcile budget, payroll, and position control regularly, meaning at least at budget adoption and interim reporting periods?	yes
18.3	Does the charter school identify a budget source for each new position before the position is authorized by the governing board?	yes
18.4	Does the governing board approve all new positions and extra assignments (e.g., stipends) before positions are posted?	no
18.5	Has the charter school adopted staffing ratios for certificated, classified, and administrative positions in the past three years, and are the ratios being followed?	yes
18.6	Do managers and staff responsible for the charter school's human resources, payroll and budget functions meet regularly to discuss issues and improve processes?	yes

Self-assessment notes:

19. Special Education

19.1	Does the charter school monitor, analyze and adjust staffing ratios, class sizes and caseload sizes to align with statutory requirements and industry standards?	yes
19.2	Does the charter school access available funding sources for costs related to special education (e.g., excess cost pool, legal fees, mental health)?	yes
19.3	Does the charter school use appropriate tools to help it make informed decisions about whether to add services (e.g., special circumstance instructional assistance process and form, transportation decision tree)?	yes
19.4	Does the charter school budget and account correctly for all costs related to special education (e.g., transportation, due process hearings, indirect costs, nonpublic schools and/or nonpublic agencies)?	yes
19.5	Is the charter school's rate of identification of students as eligible for special education comparable with countywide and statewide average rates?	no
19.6	If the charter receives federal funds, does the charter school analyze whether it will meet the maintenance of effort requirement at each interim reporting period?	yes

Self-assessment notes:

Total Risk Score, All Areas	**7.8%**

Topic/ Reference	**Documents** *(additional documents may be requested as necessary when assessing FHRA questions)*	Related to FHRA Question(s)
Enrollment & Attendance		
001	P-1, P-2 and annual attendance reports, for the current and prior year	9.3, 9.5, 9.7
002	Pupil Estimates for New or Significantly Expanding Charters (PENSEC)	9.1, 9.2, 9.7
003	Certified California Longitudinal Pupil Achievement Data System (CALPADS) enrollment reports (1.1 and 1.17) for the current and three prior years	9.1, 9.2, 9.3, 9.6, 9.7, 13.3, 18.5, 19.5
004	Enrollment projections used for the current budget and for the subsequent two years	9.4, 9.7, 10.3, 16.3, 18.5
005	Student attendance procedure manual, forms and memos related to student attendance, including those that address enrollment and absence tracking procedures	9.3, 9.5
006	Evidence demonstrating that student attendance data is reconciled monthly at the school site and district levels	9.3, 9.5
007	Evidence showing analysis of enrollment and average daily attendance data	9.3, 9.4
008	CALPADS processes and procedures, including evidence that school site(s) or department(s) confirmed the data, if applicable	9.8, 13.3
Facilities		
009	Charter Memorandum of Understanding (MOU) with authorizer – Facilities Use	10.1, 10.3, 10.4, 10.5, 10.6
010	Facilities master plan, including a list of all current facility projects	10.2, 10.3, 10.4, 10.6
011	Capital facilities budget and activity report for the current year (all funds)	10.2, 10.3, 10.4
012	Charter's analysis showing sufficient funds to cover all capital facilities obligations	10.1, 10.2
013	Enrollment and capacity by school site, if applicable	10.3
014	Annual inspection reports for all school sites for the current and prior year	10.5
Fiscal		
015	Charter Senate Bill (SB) 740 Determination Form	4.2, 9.1, 9.2, 12.8
016	Independent Audit reports for the current and two prior years	Various
017	Board minutes showing presentation of the prior year audit report and corrective action plan for resolving audit exceptions	1.2
018	Documents that show review and resolution of audit findings with staff	1.4
019	Unaudited actuals report for the most recent and two prior years, including all documents and presentations that went to the board	Various
020	SACS budget and interim reports for all funds for current and two prior reporting periods, including narratives, written budget assumptions, and presentations that went to the board	Various
021	Special Education Maintenance of Effort (MOE) Forms SEMA, SEMB and SEMAI for the current and prior fiscal year	19.6
022	Board minutes approving adopted budget and Local Control and Accountability Plan (LCAP) for the current and one prior fiscal year	2.8

023	Letters from the authorizer regarding review and receipt of the budget and interim reports for current and two prior years	2.6, 2.8, 3.5
024	Business office procedure manual and/or all written business office processes and procedures	3.6, 3.7, 14.1, 14.2, 14.3, 14.8, 14.11
025	Budget procedures manual, forms and memos, including any internal processes on budget preparation and monitoring	2.1, 2.2, 2.10
026	Budget development and LCAP calendars for the current and prior year	2.6, 2.8, 2.13, 9.6, 9.8
027	List of budget advisory committee members, including names, position titles, and information on participating groups	2.7
028	Agendas and minutes for the current year for the budget advisory committee and for all participating groups designated in the LCAP	2.7
029	Budget and financial management training: memos, agendas and minutes of interdepartmental meetings, and communications between business and all other departments and sites regarding in-services conducted, budget and financial system training, and budget development	2.6, 15.3, 15.4
030	Documentation supporting assumptions used/guidance	2.1, 2.2, 2.4, 2.5, 2.9, 3.1, 3.3, 16.1
031	Detailed calculations for Local Control Funding Formula (LCFF), other state revenues, federal revenues, and local revenues, for the current year adopted budget and current reporting period	2.1, 2.4, 2.5, 16.2,16.3
032	Allocations for categorical programs, carryover and unearned (deferred) revenue, for current year adopted budget and current reporting period	2.1, 2.7, 2.9, 3.1, 12.6, 16.2
033	Consolidated Application for the current and one prior fiscal year	2.1, 2.7, 12.6
034	Grant award letters if funding is included in current or two subsequent years' budgets	2.1, 16.2
035	Policy and/or procedure for evaluating the proposed acceptance of grants/restricted funds, and the potential multiyear impact on the unrestricted general fund	2.11
036	List of one-time revenue and/or expenditures included in adopted budget and current reporting period	2.1, 2.2, 12.1, 16.2
037	Budget worksheets for all department and school site allocations, including those for staffing; include method used to track expenditures based on LCAP priorities	2.1, 2.2
038	Detailed list of contributions to restricted programs for the current and two subsequent years	2.1, 6.1, 6.2, 12.5, 12.6, 16.2
039	Board-approved plan to eliminate or reduce contributions/transfers to restricted programs and funds	6.1, 12.5, 12.6
040	Board-approved plan to reduce or eliminate deficit spending in the current and two subsequent years and/or the plan to restore the statutory minimum reserve requirements	7.3, 11.1, 11.2, 11.3

041	Current position control report, including a districtwide listing by fund that identifies position, account code, full-time equivalent (FTE), step and column, budget for salaries and benefits, and vacant positions (Please provide the report in the software system format and the Excel download)	2.3, 18.1, 18.2, 18.3
042	Current cash flow report generated from the financial system	4.2, 11.6
043	Cash flow projection for the two prior reporting periods, the current reporting period and one subsequent year	4.2, 4.3, 4.4, 4.5, 4.6, 4.7
044	Cash with fiscal agent reconciliation for the prior fiscal year	4.1
045	Bank statements and reconciliations for the most recent three months (for all cash and investment accounts)	4.1, 4.7
046	Official statements and debt schedules for non-voter-approved debt (such as certificates of participation (COPs), bridge financing, revenue anticipation notes (RANS), selling of accounts receivables and others)	4.3, 4.4, 4.6, 4.7, 17.1, 17.4
047	Non-voter-approved debt disclosure and the COE's response, if applicable	17.1
048	Governmental Accounting Standards Board (GASB) 54 resolution or policy for committed reserves, and supporting documents for any assigned reserves, if any	11.5
049	List of employees and their responsibilities in the following areas: accounts payable, accounts receivable, purchasing, payroll, and human resources	14.3
050	Internal audits and/or reviews performed in the current and prior fiscal year, and status of recommendations	14.8, 14.11
Financial Reports		
051	Chart of accounts	Various
052	Financial system detail report for all funds, with separate columns for each of the following: two prior years' actuals, current reporting period budget, year-to-date actuals, encumbrances, and available balance. Sort by fund, resource and object; include all years on one report. (Please provide the report in the software system format and the Excel download)	Various
053	General ledger report for all funds, 9XXX objects only (detail by fund and resource), including beginning and ending balances for the prior year, and beginning and current balances for the current year	3.8, 4.4, 4.5, 14.4, 14.5, 14.6, 14.7
General		
054	Charter Petition and Addendums	Various
055	Articles of Incorporation and Bylaws	Various
056	Charter MOU's, Agreements, Contract with authorizer	Various
057	Board meeting agendas and minutes (if information is online, please provide a link to the information; if not online, please upload copies for current and two prior years)	Various

058	Board policies and administrative regulations (if information is online, please provide a link to the information; if not online, please provide hard copies for review during fieldwork)	Various
059	Evidence of board training on budget and governance for current and three prior years	15.9
060	Other post-employment benefits (OPEB) actuarial report, most recent, if any	8.1
061	Plan approved by the governing board to reduce the retirement benefit liability, if any	8.1
062	List of authorized users and access levels for financial system	14.1
063	Board policies and administrative regulations on ethics, civility, fraud prevention, conflict of interest, internal control, internal audit, audit committee, and budget development and adoption	14.8, 14.9, 14.10, 14.11
064	Documents that show meetings of human resources, payroll and budget staff (e.g., agendas, announcements, emails, sign-in sheets)	18.6
065	Outside review, analysis or reports regarding the district's financial condition	Various
066	Most recent LCAP	12.4, 16.1
067	Uniform complaint(s) or legal challenges regarding local use of supplemental and concentration grant funding for the current and two prior years, and the district's response(s)	12.4
068	Actuarial reports, and related budget, if the district is self-insured	17.3
069	Notice(s) of concern or notice(s) of violation received from the charter authorizer for current year and prior two years	3.5
070	Annual Nonprofit financial statement	15.1
Human Resources		
071	Organizational chart for all charter-level departments, including all positions, with vacancies indicated	15.3
072	Human resources manual and/or all written human resources processes and procedures	8.2, 14.2, 14.8, 18.3, 18.4
073	Employee handbooks	14.8
074	Policy and/or procedure regarding authorization of new positions	18.3, 18.4
075	Personnel action forms, recent samples	18.3, 18.4
076	Board minutes approving new positions, recent samples	18.3, 18.4
077	Flyers advertising new positions, recent samples	18.4
078	Staffing ratios	18.5
079	Tool used to analyze and adjust staffing based on staffing ratios and enrollment	18.5
080	Collective bargaining agreements (if applicable) or unrepresented employee agreements or compensation agreements, most current, for all employees	Various

081	Collective bargaining agreement (if applicable) or unrepresented employee agreements or compensation agreements disclosures for the current and two prior fiscal years; include board minutes of meetings in which compensation agreements were received and approved	3.4, 5.1, 5.2, 5.3, 5.4
082	Collective bargaining agreement proposals (if applicable) or unrepresented employee agreements or compensation agreements and most recent management analysis of total costs	5.4, 5.5, 5.6
083	Any memoranda of understanding not included in most recently approved collective bargaining agreement(s) (if applicable), unrepresented employee agreements or compensation agreements.	3.4, 5.1, 5.2, 5.3
084	Health and welfare and statutory benefit rates for the current year, and projected rates for two subsequent fiscal years	2.1, 8.1, 16.1, 18.1
085	Employee leave balances, current report by employee	8.2, 8.5
Special Education		
086	Special Education Local Plan Areas (SELPA) funding spreadsheets for the current year	19.2
087	Extraordinary cost funding, analysis and/or filing documentation	19.2
088	Excel spreadsheet or other tool showing special education staffing, enrollment and caseload by type of classroom and service	19.1
089	Processes, forms and samples of completed forms used to make decisions about whether to add special education services (e.g., special circumstance instructional assistance process/form, transportation decision tree)	19.3
Other Sources:		
	Facilities - Loading Standards - Office of Public School Construction (www.dgs.ca.gov/OPSC)	10.3
	General Fund - Statewide Average Salaries and Benefits - School Services of California (www.sscal.com)	12.2, 12.3
	Debt and Risk Management - Credit Rating - Electronic Municipal Market Access (EMMA) (www.emma.msrb.org/)	17.2
	Special Education - Statewide Average Contribution Rate - School Services of California (www.sscal.com)	19.5
	Special Education - Countywide and Statewide Average Student Identification Rates - DataQuest (www.cde.ca.gov/ds/sd/cb/dataquest.asp)	19.5

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection				8/25/2026				
	2023-24	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
General Assumptions								
COLA & Augmentation	8.22%	1.07%	2.30%	4.31%	3.30%	3.09%	3.11%	3.12%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	427	383	376	360	355	350	350	360
Unduplicated Pupil Count (UPC)	131	119	106	101	100	99	99	102
Unduplicated Pupil Percentage (UPP)	31.21%	30.34%	30.02%	29.13%	28.14%	28.17%	28.25%	28.30%
Current Year LCFF Average Daily Attendance (ADA)	394.84	353.11	349.20	338.40	333.70	329.00	329.00	338.40
Funded LCFF ADA	394.84	353.11	349.20	338.40	333.70	329.00	329.00	338.40
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$ 4,744,003	$ 4,288,168	$ 4,338,112	$ 4,384,987	$ 4,466,908	$ 4,540,200	$ 4,681,341	$ 4,965,343
Grade Span Adjustment	123,190	111,583	112,791	114,041	116,128	118,111	121,730	128,931
Adjusted Base Grant	$ 4,867,193	$ 4,399,751	$ 4,450,903	$ 4,499,028	$ 4,583,036	$ 4,658,311	$ 4,803,071	$ 5,094,274
Supplemental Grant	303,810	266,977	267,232	262,113	257,933	262,449	271,374	288,336
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$ 5,171,003	$ 4,666,728	$ 4,718,135	$ 4,761,141	$ 4,840,969	$ 4,920,760	$ 5,074,445	$ 5,382,610
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-	-	-	-	-
Total Allowance and Add-On Amounts	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$ 5,171,003**	**$ 4,666,728**	**$ 4,718,135**	**$ 4,761,141**	**$ 4,840,969**	**$ 4,920,760**	**$ 5,074,445**	**$ 5,382,610**
Miscellaneous Adjustments	-	-	-					
Total LCFF Entitlement (excludes Additional State Aid)	**$ 5,171,003**	**$ 4,666,728**	**$ 4,718,135**	**$ 4,761,141**	**$ 4,840,969**	**$ 4,920,760**	**$ 5,074,445**	**$ 5,382,610**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 13,096	$ 13,216	$ 13,511	$ 14,070	$ 14,507	$ 14,957	$ 15,424	$ 15,906
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	5,171,003	4,666,728	4,718,135	4,761,141	4,840,969	4,920,760	5,074,445	5,382,610
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	*$ 1,887,623*	*$ 1,784,039*	*$ 1,557,215*	*$ 1,509,054*	*$ 1,488,095*	*$ 1,467,136*	*$ 1,467,136*	*$ 1,509,054*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 719,775	$ 1,168,045	$ 1,429,328	$ 1,298,100	$ 1,322,313	$ 1,343,973	$ 1,385,770	$ 1,469,835
Net State Aid *(excludes Additional State Aid)*	$ 2,563,605	$ 1,714,644	$ 1,731,592	$ 1,953,987	$ 2,030,561	$ 2,109,651	$ 2,221,539	$ 2,403,721
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 5,171,003**	**$ 4,666,728**	**$ 4,718,135**	**$ 4,761,141**	**$ 4,840,969**	**$ 4,920,760**	**$ 5,074,445**	**$ 5,382,610**

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection				8/25/2026				
	2023-24	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
General Assumptions								
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 2,563,605	$ 1,714,644	$ 1,731,592	$ 1,953,987	$ 2,030,561	$ 2,109,651	$ 2,221,539	$ 2,403,721
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 719,775	$ 1,168,045	$ 1,429,328	$ 1,298,100	$ 1,322,313	$ 1,343,973	$ 1,385,770	$ 1,469,835
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ 2,186	$ 1,618	$ 30,283	$ -				
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	1,887,623	1,784,039	1,557,215	1,509,054	1,488,095	1,467,136	1,467,136	1,509,054
Entitlement and Source Reconciliation								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 5,171,003	$ 4,666,728	$ 4,718,135	$ 4,761,141	$ 4,840,969	$ 4,920,760	$ 5,074,445	$ 5,382,610
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 5,171,003	$ 4,666,728	$ 4,718,135	$ 4,761,141	$ 4,840,969	$ 4,920,760	$ 5,074,445	$ 5,382,610
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 4,867,193	$ 4,399,751	$ 4,450,903	$ 4,499,028	$ 4,583,036	$ 4,658,311	$ 4,803,071	$ 5,094,274
Supplemental and Concentration Grant funding in the LCAP year	$ 303,810	$ 266,977	$ 267,232	$ 262,113	$ 257,933	$ 262,449	$ 271,374	$ 288,336
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	6.24%	6.07%	6.00%	5.83%	5.63%	5.63%	5.65%	5.66%

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection								8/25/2026
	2023-24	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
General Assumptions								
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection				8/25/2026				
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
General Assumptions								
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 11,634.56	$ 11,739.61	$ 12,002.83	$ 12,499.11	$ 12,886.62	$ 13,285.59	$ 13,700.69	$ 14,128.86
Grades 4-6	$ 10,697.51	$ 10,794.54	$ 11,036.08	$ 11,492.70	$ 11,849.35	$ 12,216.57	$ 12,598.76	$ 12,993.01
Grades 7-8	$ 11,014.11	$ 11,113.81	$ 11,362.57	$ 11,832.41	$ 12,200.03	$ 12,577.84	$ 12,970.65	$ 13,376.56
Grades 9-12	$ 13,096.45	$ 13,216.07	$ 13,511.27	$ 14,069.57	$ 14,506.95	$ 14,956.72	$ 15,423.84	$ 15,906.06
Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,229	$ 14,673
Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,222	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,951	$ 11,068	$ 11,323	$ 11,811	$ 12,200	$ 12,577	$ 12,968	$ 13,372
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,327	$ 12,460	$ 12,746	$ 13,295	$ 13,734	$ 14,159	$ 14,599	$ 15,054
Prorated Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,229	$ 14,673
Prorated Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,222	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,190	$ 2,214	$ 2,265	$ 2,362	$ 2,440	$ 2,515	$ 2,594	$ 2,674
Grades 4-6	$ 2,014	$ 2,035	$ 2,082	$ 2,172	$ 2,244	$ 2,313	$ 2,385	$ 2,459
Grades 7-8	$ 2,073	$ 2,096	$ 2,144	$ 2,236	$ 2,310	$ 2,381	$ 2,455	$ 2,532
Grades 9-12	$ 2,465	$ 2,492	$ 2,549	$ 2,659	$ 2,747	$ 2,832	$ 2,920	$ 3,011
Actual - 1.00 ADA, Local UPP as follows:	*31.21%*	*30.34%*	*30.02%*	*29.13%*	*28.14%*	*28.17%*	*28.25%*	*28.30%*
Grades TK-3	$ 684	$ 672	$ 680	$ 688	$ 687	$ 709	$ 733	$ 757
Grades 4-6	$ 629	$ 618	$ 625	$ 633	$ 631	$ 652	$ 674	$ 696
Grades 7-8	$ 647	$ 636	$ 644	$ 651	$ 650	$ 671	$ 694	$ 717
Grades 9-12	$ 769	$ 756	$ 765	$ 775	$ 773	$ 798	$ 825	$ 852
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 7,118	$ 7,194	$ 7,360	$ 7,677	$ 7,930	$ 8,175	$ 8,429	$ 8,692
Grades 4-6	$ 6,545	$ 6,615	$ 6,767	$ 7,059	$ 7,292	$ 7,517	$ 7,751	$ 7,993
Grades 7-8	$ 6,739	$ 6,811	$ 6,967	$ 7,268	$ 7,508	$ 7,740	$ 7,980	$ 8,229
Grades 9-12	$ 8,013	$ 8,099	$ 8,285	$ 8,642	$ 8,927	$ 9,203	$ 9,489	$ 9,785
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection	User Notes	*Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: how t*
General Assumptions		
COLA & Augmentation		
Base Grant Proration Factor		
Add-on, ERT & MSA Proration Factor		
Student Assumptions:		
Enrollment Count		
Unduplicated Pupil Count (UPC)		
Unduplicated Pupil Percentage (UPP)		
Current Year LCFF Average Daily Attendance (ADA)		
Funded LCFF ADA		
LCFF ADA Funding Method		
Current Year Necessary Small School (NSS) ADA		
Funded NSS ADA		
LCFF Entitlement Summary		
Base Grant		
Grade Span Adjustment		
Adjusted Base Grant		
Supplemental Grant		
Concentration Grant		
Total Base, Supplemental and Concentration Grant		
Allowance: Necessary Small School		
Add-on: Targeted Instructional Improvement Block Grant		
Add-on: Home-to-School Transportation		
Add-on: Small School District Bus Replacement Program		
Add-on: Economic Recovery Target		
Add-on: Transitional Kindergarten		
Total Allowance and Add-On Amounts		
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)		
Miscellaneous Adjustments		
Total LCFF Entitlement (excludes Additional State Aid)		
LCFF Entitlement Per ADA (excludes Categorical MSA)		
Additional State Aid		
Total LCFF Entitlement with Additional State Aid		
LCFF Sources Summary		
Funding Source Summary		
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*		
Education Protection Account Entitlement *(includes $200/minimum per ADA)*		
Net State Aid *(excludes Additional State Aid)*		
Additional State Aid		
Total Funding Sources		

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection	User Notes	*Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: how t*
General Assumptions		
Funding Source by Resource-Object		
State Aid (Resource Code 0000, Object Code 8011)		
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)		
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)		
Property Taxes (Object 8021 to 8089)		
% Change		
In-Lieu of Property Taxes (Object Code 8096)		
Entitlement and Source Reconciliation		
Basic Aid/Excess Tax District Status		
Total LCFF Entitlement		
Additional State Aid		
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)		
Excess Taxes before Minimum State Aid		
Total Funding Sources		
LCAP Percentage to Increase or Improve Services Calculation	*background color on rows 63-66 can be removed to see calculation if needed*	
Base Grant (*Excludes add-ons for TIIG & Transportation)*		
Supplemental and Concentration Grant funding in the LCAP year		
Projected Additional 15% Concentration Grant funding in the LCAP year		
Percentage to Increase or Improve Services		

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection	User Notes	*Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: how t*
General Assumptions		
Necessary Small School Allowance by School		
District Current Year Necessary Small School (NSS) ADA		
District Funded NSS ADA		
District NSS Allowance		
NSS #1		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		
CY ADA (Actual)		
Funded ADA for NSS		
Funded NSS Allowance		
NSS #2		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		
CY ADA (Actual)		
Funded ADA for NSS		
Funded NSS Allowance		
NSS #3		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		
CY ADA (Actual)		
Funded ADA for NSS		
Funded NSS Allowance		
NSS #4		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		
CY ADA (Actual)		
Funded ADA for NSS		
Funded NSS Allowance		
NSS #5		
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		
CY ADA (Actual)		
Funded ADA for NSS		
Funded NSS Allowance		

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection	User Notes	*Additional columns are hidden to the right and available for optional use. For tips click on microsoft support link: how t*
General Assumptions		
PER-ADA FUNDING LEVELS		
Base, Supplemental and Concentration Rate per ADA		
Grades TK-3		
Grades 4-6		
Grades 7-8		
Grades 9-12		
Base Grants		
Grades TK-3		
Grades 4-6		
Grades 7-8		
Grades 9-12		
Grade Span Adjustment		
Grades TK-3		
Grades 9-12		
Prorated Base, Supplemental and Concentration Rate per ADA		
Grades TK-3		
Grades 4-6		
Grades 7-8		
Grades 9-12		
Prorated Base Grants		
Grades TK-3		
Grades 4-6		
Grades 7-8		
Grades 9-12		
Prorated Grade Span Adjustment		
Grades TK-3		
Grades 9-12		
Supplemental Grant		
Maximum - 1.00 ADA, 100% UPP		
Grades TK-3		
Grades 4-6		
Grades 7-8		
Grades 9-12		
Actual - 1.00 ADA, Local UPP as follows:		
Grades TK-3		
Grades 4-6		
Grades 7-8		
Grades 9-12		
Concentration Grant (>55% population)		
Maximum - 1.00 ADA, 100% UPP		
Grades TK-3		
Grades 4-6		
Grades 7-8		
Grades 9-12		
Actual - 1.00 ADA, Local UPP >55% as follows:		
Grades TK-3		
Grades 4-6		
Grades 7-8		
Grades 9-12		

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection	*o hide-unhide rows or columns*
General Assumptions	
COLA & Augmentation	
Base Grant Proration Factor	
Add-on, ERT & MSA Proration Factor	
Student Assumptions:	
Enrollment Count	
Unduplicated Pupil Count (UPC)	
Unduplicated Pupil Percentage (UPP)	
Current Year LCFF Average Daily Attendance (ADA)	
Funded LCFF ADA	
LCFF ADA Funding Method	
Current Year Necessary Small School (NSS) ADA	
Funded NSS ADA	
LCFF Entitlement Summary	
Base Grant	
Grade Span Adjustment	
Adjusted Base Grant	
Supplemental Grant	
Concentration Grant	
Total Base, Supplemental and Concentration Grant	
Allowance: Necessary Small School	
Add-on: Targeted Instructional Improvement Block Grant	
Add-on: Home-to-School Transportation	
Add-on: Small School District Bus Replacement Program	
Add-on: Economic Recovery Target	
Add-on: Transitional Kindergarten	
Total Allowance and Add-On Amounts	
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	
Miscellaneous Adjustments	
Total LCFF Entitlement (excludes Additional State Aid)	
LCFF Entitlement Per ADA (excludes Categorical MSA)	
Additional State Aid	
Total LCFF Entitlement with Additional State Aid	
LCFF Sources Summary	
Funding Source Summary	
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	
Net State Aid *(excludes Additional State Aid)*	
Additional State Aid	
Total Funding Sources	

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection	*o hide-unhide rows or columns*
General Assumptions	
Funding Source by Resource-Object	
State Aid (Resource Code 0000, Object Code 8011)	
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	
Property Taxes (Object 8021 to 8089)	
% Change	
In-Lieu of Property Taxes (Object Code 8096)	
Entitlement and Source Reconciliation	
Basic Aid/Excess Tax District Status	
Total LCFF Entitlement	
Additional State Aid	
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	
Excess Taxes before Minimum State Aid	
Total Funding Sources	
LCAP Percentage to Increase or Improve Services Calculation	
Base Grant (*Excludes add-ons for TIIG & Transportation)*	
Supplemental and Concentration Grant funding in the LCAP year	
Projected Additional 15% Concentration Grant funding in the LCAP year	
Percentage to Increase or Improve Services	

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection	*o hide-unhide rows or columns*
General Assumptions	
Necessary Small School Allowance by School	
District Current Year Necessary Small School (NSS) ADA	
District Funded NSS ADA	
District NSS Allowance	
NSS #1	
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	
CY ADA (Actual)	
Funded ADA for NSS	
Funded NSS Allowance	
NSS #2	
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	
CY ADA (Actual)	
Funded ADA for NSS	
Funded NSS Allowance	
NSS #3	
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	
CY ADA (Actual)	
Funded ADA for NSS	
Funded NSS Allowance	
NSS #4	
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	
CY ADA (Actual)	
Funded ADA for NSS	
Funded NSS Allowance	
NSS #5	
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	
CY ADA (Actual)	
Funded ADA for NSS	
Funded NSS Allowance	

Summit Public School: Tahoma (123794) - Tahoma FY27-32 MYP Projection	*o hide-unhide rows or columns*
General Assumptions	
PER-ADA FUNDING LEVELS	
Base, Supplemental and Concentration Rate per ADA	
Grades TK-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Base Grants	
Grades TK-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Grade Span Adjustment	
Grades TK-3	
Grades 9-12	
Prorated Base, Supplemental and Concentration Rate per ADA	
Grades TK-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Prorated Base Grants	
Grades TK-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Prorated Grade Span Adjustment	
Grades TK-3	
Grades 9-12	
Supplemental Grant	
Maximum - 1.00 ADA, 100% UPP	
Grades TK-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Actual - 1.00 ADA, Local UPP as follows:	
Grades TK-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Concentration Grant (>55% population)	
Maximum - 1.00 ADA, 100% UPP	
Grades TK-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	
Actual - 1.00 ADA, Local UPP >55% as follows:	
Grades TK-3	
Grades 4-6	
Grades 7-8	
Grades 9-12	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	2026-27 Actuals & Forecast												
	Jul Actuals	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**
Beginning Cash	**2,239,845**	**1,993,908**	**1,314,191**	**1,163,212**	**1,470,761**	**1,407,830**	**1,178,593**	**1,472,615**	**1,423,287**	**1,395,487**	**1,609,364**	**1,532,891**	
REVENUE													
LCFF Entitlement	-	194,250	287,683	663,380	306,048	306,048	663,380	306,048	370,956	528,889	269,977	269,977	4,761,141
Federal Revenue	-	8,212	7,105	7,105	7,105	7,105	7,105	7,105	7,105	34,365	7,105	7,105	139,775
Other State Revenue	-	60,543	47,856	60,672	60,672	88,817	60,672	85,473	87,283	87,283	112,084	94,309	967,500
Other Local Revenue	-	-	7,990	7,990	7,990	7,990	7,990	7,990	7,990	7,990	7,990	7,990	79,902
Fundraising & Grants	189	182	543	19,872	8,163	4,651	14,074	225	434	6,147	2,358	763	57,600
TOTAL REVENUE	**189**	**263,186**	**351,176**	**759,019**	**389,978**	**414,612**	**753,221**	**406,842**	**473,767**	**664,673**	**399,514**	**380,144**	**6,005,919**
EXPENSES													
Certificated Salaries	144,701	249,739	197,220	197,220	197,220	234,220	197,220	197,220	197,220	197,220	197,220	234,220	2,440,644
Classified Salaries	16,804	28,931	22,867	22,867	22,867	22,867	22,867	22,867	22,867	22,867	22,867	22,867	274,405
Employee Benefits	62,111	130,112	80,585	78,033	77,607	85,211	81,011	78,033	78,033	75,062	75,062	50,751	951,611
Books & Supplies	31,591	40,906	18,246	17,163	19,027	12,273	15,719	15,668	14,015	19,356	44,546	20,751	310,351
Services & Other Operating Expenses	142,179	61,132	183,236	136,187	136,187	289,277	142,382	142,382	189,431	136,291	136,291	336,582	2,133,372
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**397,385**	**510,821**	**502,156**	**451,470**	**452,909**	**643,848**	**459,199**	**456,170**	**501,567**	**450,797**	**475,986**	**665,171**	**6,110,384**
Operating Cash Inflow (Outflow)	**- (397,196)**	**- (247,634)**	**- (150,979)**	**307,549**	**- (62,931)**	**- (229,236)**	**294,022**	**- (49,328)**	**- (27,800)**	**213,877**	**- (76,472)**	**- (285,027)**	**- (104,465)**
Accounts Receivable	192,539	52,821	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	45,570	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	- (128,386)	- (23,539)	-	-	-	-	-	-	-	-	-	-	
Other Current Liabilities	41,536	- (194,651)	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	-	- (69,328)	-	-	-	-	-	-	-	-	-	-	
Ending Cash	**1,993,908**	**1,314,191**	**1,163,212**	**1,470,761**	**1,407,830**	**1,178,593**	**1,472,615**	**1,423,287**	**1,395,487**	**1,609,364**	**1,532,891**	**1,247,864**	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	594,502
Federal Revenue	33,258
Other State Revenue	121,837
Other Local Revenue	-
Fundraising & Grants	-
TOTAL REVENUE	**749,597**
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	41,090
Services & Other Operating Expenses	101,816
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	**142,906**
Operating Cash Inflow (Outflow)	**606,692**
Accounts Receivable	
Other Current Assets	
Accounts Payable	
Other Current Liabilities	
Deferred Revenue	
Ending Cash	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	2027-28 Actuals & Forecast												
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**
Beginning Cash	**1,247,864**	**1,156,194**	**1,238,695**	**1,093,733**	**1,385,630**	**1,338,235**	**1,027,584**	**1,303,511**	**1,268,798**	**1,239,946**	**1,536,000**	**1,458,731**	
REVENUE													
LCFF Entitlement	-	193,501	284,045	630,574	306,049	306,049	630,574	306,049	383,886	624,430	281,745	281,745	4,840,969
Federal Revenue	4,145	4,145	7,102	7,102	7,102	7,102	7,102	7,102	7,102	33,202	7,102	7,102	137,428
Other State Revenue	18,610	41,283	50,725	68,863	68,863	104,058	68,863	93,074	67,603	67,603	91,814	81,655	928,528
Other Local Revenue	-	-	8,116	8,116	8,116	8,116	8,116	8,116	8,116	8,116	8,116	8,116	81,156
Fundraising & Grants	192	185	551	20,184	8,291	4,724	14,295	229	440	6,244	2,395	775	58,504
TOTAL REVENUE	**22,948**	**239,114**	**350,538**	**734,838**	**398,421**	**430,049**	**728,950**	**414,570**	**467,147**	**739,595**	**391,173**	**379,394**	**6,046,584**
EXPENSES													
Certificated Salaries	192,061	192,061	192,061	192,061	192,061	231,481	192,061	192,061	192,061	192,061	192,061	231,481	2,383,567
Classified Salaries	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	23,553	282,637
Employee Benefits	111,682	76,288	78,664	76,288	75,892	83,993	79,059	76,288	76,288	73,393	73,393	50,266	931,496
Books & Supplies	30,260	28,764	17,170	14,774	18,044	12,059	15,842	14,873	13,801	18,300	43,200	20,690	289,556
Services & Other Operating Expenses	70,022	135,381	184,053	136,266	136,266	289,614	142,508	142,508	190,296	136,235	136,235	337,570	2,137,815
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**427,578**	**456,047**	**495,501**	**442,941**	**445,815**	**640,700**	**453,023**	**449,283**	**495,999**	**443,541**	**468,441**	**663,560**	**6,025,071**
Operating Cash Inflow (Outflow)	**- (404,630)**	**- (216,933)**	**- (144,963)**	**291,897**	**- (47,395)**	**- (210,651)**	**275,926**	**- (34,713)**	**- (28,851)**	**296,053**	**- (77,268)**	**- (284,167)**	**21,513**
Accounts Receivable	450,163	299,435	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	5,702	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	- (142,906)	-	-	-	-	-	-	-	-	-	-	-	
Other Current Liabilities	-	-	-	-	-	- (100,000)	-	-	-	-	-	-	
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	**1,156,194**	**1,238,695**	**1,093,733**	**1,385,630**	**1,338,235**	**1,027,584**	**1,303,511**	**1,268,798**	**1,239,946**	**1,536,000**	**1,458,731**	**1,174,565**	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	612,323
Federal Revenue	32,014
Other State Revenue	105,511
Other Local Revenue	-
Fundraising & Grants	-
TOTAL REVENUE	**749,849**
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	41,779
Services & Other Operating Expenses	100,863
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	**142,642**
Operating Cash Inflow (Outflow)	**607,207**
Accounts Receivable	
Other Current Assets	
Accounts Payable	
Other Current Liabilities	
Deferred Revenue	
Ending Cash	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	2028-29 Actuals & Forecast												
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**
Beginning Cash	**1,174,565**	**1,073,889**	**1,162,082**	**1,017,318**	**1,320,169**	**1,277,427**	**1,054,574**	**1,341,536**	**1,311,051**	**1,284,484**	**1,588,899**	**1,515,426**	
REVENUE													
LCFF Entitlement	-	196,275	285,561	642,207	311,629	311,629	642,207	311,629	387,900	634,050	287,227	287,227	4,920,760
Federal Revenue	4,185	4,185	7,100	7,100	7,100	7,100	7,100	7,100	7,100	32,838	7,100	7,100	136,675
Other State Revenue	11,344	33,702	43,011	60,897	60,897	82,391	60,897	84,772	59,637	59,637	83,512	59,637	804,340
Other Local Revenue	-	-	8,241	8,241	8,241	8,241	8,241	8,241	8,241	8,241	8,241	8,241	82,413
Fundraising & Grants	195	187	560	20,496	8,419	4,797	14,516	232	447	6,340	2,432	787	59,410
TOTAL REVENUE	**15,724**	**234,349**	**344,472**	**738,941**	**396,286**	**414,158**	**732,961**	**411,974**	**463,326**	**741,107**	**388,513**	**362,993**	**6,003,599**
EXPENSES													
Certificated Salaries	190,368	190,368	190,368	190,368	190,368	231,264	190,368	190,368	190,368	190,368	190,368	231,264	2,366,205
Classified Salaries	18,289	18,289	18,289	18,289	18,289	18,289	18,289	18,289	18,289	18,289	18,289	18,289	219,472
Employee Benefits	108,731	74,348	76,546	74,348	73,982	82,386	76,912	74,348	74,348	71,557	71,557	49,619	908,682
Books & Supplies	30,729	29,377	17,452	15,033	18,338	12,251	16,089	15,115	14,020	18,599	43,892	21,015	294,382
Services & Other Operating Expenses	72,123	137,142	186,581	138,053	138,053	292,821	144,340	144,340	192,868	137,879	137,879	341,419	2,165,084
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**420,239**	**449,524**	**489,236**	**436,090**	**439,029**	**637,011**	**445,998**	**442,460**	**489,893**	**436,692**	**461,985**	**661,607**	**5,953,825**
Operating Cash Inflow (Outflow)	**- (404,515)**	**- (215,174)**	**- (144,763)**	**302,851**	**- (42,743)**	**- (222,853)**	**286,963**	**- (30,486)**	**- (26,567)**	**304,415**	**- (73,473)**	**- (298,615)**	**49,774**
Accounts Receivable	446,482	303,367	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	- (142,642)	-	-	-	-	-	-	-	-	-	-	-	
Other Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	**1,073,889**	**1,162,082**	**1,017,318**	**1,320,169**	**1,277,427**	**1,054,574**	**1,341,536**	**1,311,051**	**1,284,484**	**1,588,899**	**1,515,426**	**1,216,811**	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	623,220
Federal Revenue	31,569
Other State Revenue	104,006
Other Local Revenue	-
Fundraising & Grants	-
TOTAL REVENUE	**758,795**
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	42,473
Services & Other Operating Expenses	101,588
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	**144,061**
Operating Cash Inflow (Outflow)	**614,734**
Accounts Receivable	
Other Current Assets	
Accounts Payable	
Other Current Liabilities	
Deferred Revenue	
Ending Cash	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	2029-30 Actuals & Forecast												
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**
Beginning Cash	**1,216,811**	**1,110,633**	**1,189,746**	**1,033,045**	**1,335,360**	**1,286,207**	**1,051,109**	**1,337,130**	**1,299,559**	**1,277,843**	**1,607,011**	**1,536,923**	
REVENUE													
LCFF Entitlement	-	199,105	287,133	653,303	317,309	317,309	653,303	317,309	405,338	669,979	302,638	302,638	5,074,445
Federal Revenue	4,268	4,268	7,184	7,184	7,184	7,184	7,184	7,184	7,184	32,559	7,184	7,184	136,954
Other State Revenue	14,549	36,592	45,900	63,535	63,535	85,384	63,535	87,073	63,535	63,535	87,073	63,535	843,151
Other Local Revenue	-	-	8,489	8,489	8,489	8,489	8,489	8,489	8,489	8,489	8,489	8,489	84,886
Fundraising & Grants	201	193	576	21,111	8,672	4,941	14,952	239	461	6,531	2,505	811	61,193
TOTAL REVENUE	**19,018**	**240,158**	**349,282**	**753,621**	**405,188**	**423,306**	**747,461**	**420,294**	**485,005**	**781,092**	**407,889**	**382,656**	**6,200,628**
EXPENSES													
Certificated Salaries	197,031	197,031	197,031	197,031	197,031	239,271	197,031	197,031	197,031	197,031	197,031	239,271	2,448,847
Classified Salaries	18,838	18,838	18,838	18,838	18,838	18,838	18,838	18,838	18,838	18,838	18,838	18,838	226,056
Employee Benefits	114,028	77,685	79,889	77,685	77,318	85,998	80,256	77,685	77,685	74,810	74,810	51,327	949,177
Books & Supplies	31,651	30,258	17,975	15,484	18,888	12,618	16,572	15,569	14,440	19,157	45,209	21,646	303,214
Services & Other Operating Expenses	74,286	141,330	192,252	142,267	142,267	301,679	148,743	148,743	198,727	142,088	142,088	351,796	2,230,976
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**435,834**	**465,141**	**505,984**	**451,305**	**454,342**	**658,404**	**461,440**	**457,866**	**506,722**	**451,924**	**477,976**	**682,878**	**6,158,270**
Operating Cash Inflow (Outflow)	**- (416,816)**	**- (224,983)**	**- (156,702)**	**302,316**	**- (49,153)**	**- (235,098)**	**286,021**	**- (37,571)**	**- (21,716)**	**329,168**	**- (70,087)**	**- (300,222)**	**42,358**
Accounts Receivable	454,698	304,096	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	- (144,061)	-	-	-	-	-	-	-	-	-	-	-	
Other Current Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	**1,110,633**	**1,189,746**	**1,033,045**	**1,335,360**	**1,286,207**	**1,051,109**	**1,337,130**	**1,299,559**	**1,277,843**	**1,607,011**	**1,536,923**	**1,236,701**	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	649,081
Federal Revenue	31,206
Other State Revenue	105,371
Other Local Revenue	-
Fundraising & Grants	-
TOTAL REVENUE	**785,658**
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	43,747
Services & Other Operating Expenses	104,709
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	**148,456**
Operating Cash Inflow (Outflow)	**637,202**
Accounts Receivable	
Other Current Assets	
Accounts Payable	
Other Current Liabilities	
Deferred Revenue	
Ending Cash	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	2030-31 Actuals & Forecast												
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**
Beginning Cash	**1,236,701**	**1,126,934**	**1,198,638**	**1,025,216**	**1,330,254**	**1,272,399**	**1,018,485**	**1,206,233**	**1,159,153**	**1,154,869**	**1,539,982**	**1,481,920**	
REVENUE													
LCFF Entitlement	-	204,876	292,904	674,139	327,696	327,696	674,139	327,696	443,051	742,857	333,365	333,365	5,382,610
Federal Revenue	4,490	4,490	7,488	7,488	7,488	7,488	7,488	7,488	7,488	32,863	7,488	7,488	140,611
Other State Revenue	11,771	33,814	43,388	61,022	61,022	82,871	61,022	84,561	63,542	63,542	87,080	63,542	828,290
Other Local Revenue	-	-	8,993	8,993	8,993	8,993	8,993	8,993	8,993	8,993	8,993	8,993	89,930
Fundraising & Grants	213	205	611	22,366	9,187	5,235	15,840	254	488	6,919	2,654	859	64,829
TOTAL REVENUE	**16,473**	**243,383**	**353,384**	**774,009**	**414,388**	**432,284**	**767,483**	**428,993**	**523,562**	**855,174**	**439,581**	**414,247**	**6,506,270**
EXPENSES													
Certificated Salaries	202,941	202,941	202,941	202,941	202,941	246,374	202,941	202,941	202,941	202,941	202,941	246,374	2,522,163
Classified Salaries	19,403	19,403	19,403	19,403	19,403	19,403	19,403	19,403	19,403	19,403	19,403	19,403	232,838
Employee Benefits	119,368	80,970	83,180	80,970	80,602	89,528	83,548	80,970	80,970	78,019	78,019	52,852	988,998
Books & Supplies	33,532	31,697	19,010	16,339	19,979	13,358	17,554	16,468	15,288	20,262	47,846	22,923	320,501
Services & Other Operating Expenses	76,515	148,351	202,272	149,317	149,317	317,535	156,289	156,289	209,244	149,434	149,434	371,017	2,345,646
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**451,759**	**483,363**	**526,806**	**468,971**	**472,242**	**686,198**	**479,735**	**476,072**	**527,847**	**470,060**	**497,644**	**712,569**	**6,410,145**
Operating Cash Inflow (Outflow)	**- (435,286)**	**- (239,979)**	**- (173,422)**	**305,038**	**- (57,855)**	**- (253,914)**	**287,748**	**- (47,080)**	**- (4,284)**	**385,113**	**- (58,062)**	**- (298,321)**	**96,125**
Accounts Receivable	473,975	311,683	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	- (148,456)	-	-	-	-	-	-	-	-	-	-	-	
Other Current Liabilities	-	-	-	-	-	-	- (100,000)	-	-	-	-	-	
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	**1,126,934**	**1,198,638**	**1,025,216**	**1,330,254**	**1,272,399**	**1,018,485**	**1,206,233**	**1,159,153**	**1,154,869**	**1,539,982**	**1,481,920**	**1,183,598**	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	700,824
Federal Revenue	31,373
Other State Revenue	111,113
Other Local Revenue	-
Fundraising & Grants	-
TOTAL REVENUE	**843,309**
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	46,247
Services & Other Operating Expenses	110,632
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	**156,879**
Operating Cash Inflow (Outflow)	**686,430**
Accounts Receivable	
Other Current Assets	
Accounts Payable	
Other Current Liabilities	
Deferred Revenue	
Ending Cash	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	2031-32 Actuals & Forecast												
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**
Beginning Cash	**1,183,598**	**1,088,507**	**1,178,681**	**1,006,094**	**1,343,282**	**1,296,057**	**1,046,860**	**1,166,309**	**1,130,158**	**1,107,254**	**1,438,409**	**1,367,412**	
REVENUE													
LCFF Entitlement	-	218,820	309,364	719,082	351,623	351,623	719,082	351,623	442,167	703,992	336,533	336,533	5,544,433
Federal Revenue	4,579	4,579	7,578	7,578	7,578	7,578	7,578	7,578	7,578	33,678	7,578	7,578	143,138
Other State Revenue	11,899	34,572	44,146	62,285	62,285	84,758	62,285	86,496	62,285	62,285	86,496	62,285	830,456
Other Local Revenue	-	-	9,263	9,263	9,263	9,263	9,263	9,263	9,263	9,263	9,263	9,263	92,628
Fundraising & Grants	219	211	629	23,037	9,463	5,392	16,315	261	503	7,126	2,734	885	66,774
TOTAL REVENUE	**16,698**	**258,182**	**370,980**	**821,244**	**440,212**	**458,614**	**814,523**	**455,221**	**521,795**	**816,343**	**442,603**	**416,543**	**6,677,430**
EXPENSES													
Certificated Salaries	209,030	209,030	209,030	209,030	209,030	253,766	209,030	209,030	209,030	209,030	209,030	253,766	2,597,828
Classified Salaries	19,985	19,985	19,985	19,985	19,985	19,985	19,985	19,985	19,985	19,985	19,985	19,985	239,823
Employee Benefits	124,985	84,412	86,628	84,412	84,043	93,236	86,997	84,412	84,412	81,383	81,383	54,437	1,030,740
Books & Supplies	34,538	32,648	19,580	16,829	20,578	13,759	18,080	16,962	15,747	20,870	49,281	23,610	330,116
Services & Other Operating Expenses	78,810	152,806	208,344	153,801	153,801	327,065	160,982	160,982	215,525	153,921	153,921	382,155	2,416,069
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**467,348**	**498,880**	**543,567**	**484,057**	**487,437**	**707,811**	**495,074**	**491,371**	**544,699**	**485,189**	**513,600**	**733,953**	**6,614,575**
Operating Cash Inflow (Outflow)	**(450,650)**	**(240,698)**	**(172,587)**	**337,188**	**(47,225)**	**(249,197)**	**319,449**	**(36,150)**	**(22,904)**	**331,155**	**(70,997)**	**(317,410)**	**62,855**
Accounts Receivable	512,437	330,872	-	-	-	-	-	-	-	-	-	-	
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable	(156,879)	-	-	-	-	-	-	-	-	-	-	-	
Other Current Liabilities	-	-	-	-	-	-	(200,000)	-	-	-	-	-	
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	**1,088,507**	**1,178,681**	**1,006,094**	**1,343,282**	**1,296,057**	**1,046,860**	**1,166,309**	**1,130,158**	**1,107,254**	**1,438,409**	**1,367,412**	**1,050,002**	

Summit Tahoma
Monthly Cash Forecast
As of Jul FY2027

	Remaining Balance
Beginning Cash	
REVENUE	
LCFF Entitlement	703,992
Federal Revenue	32,098
Other State Revenue	108,382
Other Local Revenue	-
Fundraising & Grants	-
TOTAL REVENUE	**844,471**
EXPENSES	
Certificated Salaries	-
Classified Salaries	-
Employee Benefits	-
Books & Supplies	47,635
Services & Other Operating Expenses	113,955
Capital Outlay & Depreciation	-
Other Outflows	-
TOTAL EXPENSES	**161,590**
Operating Cash Inflow (Outflow)	**682,882**
Accounts Receivable	
Other Current Assets	
Accounts Payable	
Other Current Liabilities	
Deferred Revenue	
Ending Cash	

Summit Tahoma
Multi-year Projection
As of Jul FY2027

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
SUMMARY						
Revenue						
LCFF Entitlement	4,761,141	4,840,969	4,920,760	5,074,445	5,382,610	5,544,433
Federal Revenue	139,775	137,428	136,675	136,954	140,611	143,138
Other State Revenues	967,500	928,528	804,341	843,150	828,290	830,456
Local Revenues	79,902	81,156	82,413	84,886	89,930	92,628
Fundraising and Grants	57,600	58,504	59,410	61,193	64,829	66,774
Total Revenue	**6,005,919**	**6,046,585**	**6,003,599**	**6,200,628**	**6,506,270**	**6,677,430**
Expenses						
Compensation and Benefits	3,666,660	3,597,701	3,494,359	3,624,081	3,743,999	3,868,391
Books and Supplies	310,351	289,556	294,382	303,214	320,501	330,116
Services and Other Operating Expenditures	2,133,372	2,137,815	2,165,084	2,230,976	2,345,646	2,416,069
Depreciation	-	-	-	-	-	-
Other Outflows & Amortization	-	-	-	-	-	-
Total Expenses	**6,110,384**	**6,025,072**	**5,953,825**	**6,158,271**	**6,410,145**	**6,614,576**
Net Income	**(104,465)**	**21,513**	**49,774**	**42,357**	**96,125**	**62,855**
Fund Balance						
Beginning Balance (Unaudited)	914,459	809,994	831,507	881,281	923,638	1,019,763
Audit Adjustment						
Beginning Balance (Audited)	914,459	809,994	831,507	881,281	923,638	1,019,763
Net Income	(104,465)	21,513	49,774	42,357	96,125	62,855
Ending Fund Balance	**809,994**	**831,507**	**881,281**	**923,638**	**1,019,763**	**1,082,618**
Total Revenue Per ADA	17,748	18,120	18,248	18,847	19,227	19,732
Total Expenses Per ADA	18,057	18,055	18,097	18,718	18,943	19,547
Net Income Per ADA	(309)	64	151	129	284	186
Fund Balance as a % of Expenses	13%	14%	15%	15%	16%	16%
Key Assumptions						
Enrollment Breakdown						
9	75	90	90	90	90	90

Summit Tahoma
Multi-year Projection
As of Jul FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
	10	91	80	90	90	90	90
	11	99	90	80	90	90	90
	12	95	95	90	80	90	90
	Total Enrolled	**360**	**355**	**350**	**350**	**360**	**360**
ADA %							
	9-12	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
	Average ADA %	**94.0%**	**94.0%**	**94.0%**	**94.0%**	**94.0%**	**94.0%**
ADA							
	9-12	338	334	329	329	338	338
	Total ADA	**338**	**334**	**329**	**329**	**338**	**338**
REVENUE							
LCFF Entitlement							
8011	General State Aid (3100)	1,953,987	2,030,561	2,109,651	2,221,539	2,403,721	2,565,544
8012	Education Protection Account Entitlement	1,298,100	1,322,313	1,343,973	1,385,770	1,469,835	1,469,835
8096	Charter Schools in Lieu of Property Taxes	1,509,054	1,488,095	1,467,136	1,467,136	1,509,054	1,509,054
	SUBTOTAL - LCFF Entitlement	**4,761,141**	**4,840,969**	**4,920,760**	**5,074,445**	**5,382,610**	**5,544,433**
Federal Revenue							
8181	Special Education - Federal (5000 IDEA)	54,520	52,200	51,475	50,750	50,750	52,200
8220	Child Nutrition Programs	35,986	35,486	34,986	34,986	35,986	35,986
8296	Title I and II (5000 custom)	49,270	49,742	50,214	51,218	53,875	54,953
	SUBTOTAL - Federal Revenue	**139,775**	**137,428**	**136,675**	**136,954**	**140,611**	**143,138**
Other State Revenue							
8319	Other State Apportionments - Prior Years	-	-	-	-	-	-
8381	Special Education - State (4121)	453,456	460,573	467,312	480,537	507,871	507,871
8382	Sped MH/Safety Net - State (custom state)	29,713	30,267	30,763	31,719	33,644	33,644
8520	Child Nutrition - State (4198)	114,894	113,298	111,702	111,702	114,894	114,894
8550	Mandated Cost Reimbursements	21,120	21,143	21,494	21,849	21,849	22,473
8560	State Lottery Revenue	96,844	95,499	94,154	94,154	96,844	96,844
8590	7435: Learning Recovery (LREBG)	14,052	28,104	-	-	-	-
8591	Prop 28 Arts & Music in Schools	57,041	54,644	53,916	53,189	53,189	54,731
8592	6019: Student Support Discretionary (SSPD)	180,381	125,000	25,000	50,000	-	-

Summit Tahoma
Multi-year Projection
As of Jul FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
	SUBTOTAL - Other State Revenue	**967,500**	**928,528**	**804,341**	**843,150**	**828,290**	**830,456**
Local Revenue							
8693	Field Trips	32,400	32,909	33,418	34,421	36,466	37,560
8703	Athletic Donations	16,200	16,454	16,709	17,210	18,233	18,780
8705	Club Donations and Sales	3,672	3,730	3,787	3,901	4,133	4,257
8707	Testing Donations and Revenue	27,630	28,063	28,498	29,353	31,098	32,031
	SUBTOTAL - Local Revenue	**79,902**	**81,156**	**82,413**	**84,886**	**89,930**	**92,628**
Fundraising and Grants							
8801	School Parent Donations	57,600	58,504	59,410	61,193	64,829	66,774
	SUBTOTAL - Fundraising and Grants	**57,600**	**58,504**	**59,410**	**61,193**	**64,829**	**66,774**
TOTAL REVENUE		**6,005,919**	**6,046,585**	**6,003,599**	**6,200,628**	**6,506,270**	**6,677,430**
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1150	Teacher - Sped	299,256	311,226	211,171	218,561	225,118	231,872
1160	Teacher - Core	1,654,098	1,563,680	1,626,227	1,683,145	1,733,639	1,785,648
1311	Cert - Certificated Admin	487,290	508,662	528,808	547,142	563,406	580,308
	SUBTOTAL - Certificated Salaries	**2,440,644**	**2,383,568**	**2,366,205**	**2,448,848**	**2,522,163**	**2,597,828**
Classified Salaries							
2400	Class - Classified Admin	131,669	135,619	139,688	143,878	148,195	152,640
2402	Class - Office	61,600	63,448	65,351	67,312	69,331	71,411
2405	Class - Community Engagement Manager	67,532	69,558	-	-	-	-
2908	Class - Athletics	13,604	14,012	14,433	14,866	15,312	15,771
	SUBTOTAL - Classified Salaries	**274,405**	**282,637**	**219,472**	**226,056**	**232,838**	**239,823**
Employee Benefits							
3100	STRS	466,163	455,261	451,945	467,730	481,733	496,185
3300	OASDI-Medicare-Alternative	39,368	38,660	37,492	38,786	39,948	41,146
3400	Health & Welfare Benefits	382,980	374,731	364,114	385,961	409,118	433,665

Summit Tahoma
Multi-year Projection
As of Jul FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
3500	Unemployment Insurance	8,509	7,918	7,327	7,346	7,365	7,385
3600	Workers Comp Insurance	27,150	26,662	25,857	26,749	27,550	28,377
3900	Other Employee Benefits	27,441	28,264	21,947	22,606	23,284	23,982
	SUBTOTAL - Employee Benefits	**951,611**	**931,496**	**908,682**	**949,177**	**988,998**	**1,030,740**
Books & Supplies							
4100	Instructional Materials	45,270	20,270	20,878	21,504	22,150	22,814
4101	Expeditions - Instructional Materials	11,419	11,598	11,778	12,131	12,852	13,238
4315	Custodial Supplies	7,100	7,212	7,324	7,543	7,992	8,231
4330	Office Supplies	11,124	11,299	11,474	11,818	12,520	12,896
4352	Tests and Testing Supplies	28,392	28,837	29,284	30,163	31,955	32,914
4353	Instructional and Administrative Software and Web Services	8,569	8,703	8,838	9,103	9,644	9,934
4354	Copy Machine & Supplies	2,596	2,636	2,677	2,757	2,921	3,009
4355	Hospitality	1,801	1,829	1,857	1,913	2,027	2,088
4357	Tech Team Software	32,487	32,997	33,509	34,514	36,565	37,662
4359	Schools Team Software	9,533	9,683	9,833	10,128	10,730	11,052
4361	Data/Ops Software	7,994	8,119	8,245	8,493	8,997	9,267
4410	Furniture	3,090	3,183	3,278	3,377	3,478	3,582
4420	Technology/Hardware	38,000	38,596	39,194	40,370	42,769	44,052
4710	Student Food	101,430	103,022	104,618	107,757	114,160	117,585
4720	Student Food Supplies	1,546	1,571	1,595	1,643	1,740	1,793
	SUBTOTAL - Books and Supplies	**310,351**	**289,556**	**294,382**	**303,214**	**320,501**	**330,116**
Services & Other Operating Expenses							
5103	SPS Service Fee - CA	690,365	701,941	713,510	735,795	780,478	803,943
5107	Special Education Services Pool Share	161,105	163,601	166,102	171,085	181,326	186,765
5108	MTR Residency Fee	22,192	22,858	23,543	24,250	24,977	25,727
5111	Unite Summit Legal Fee to Home Office	48,400	44,867	43,645	44,955	46,303	47,693
5200	Travel & Conferences	2,060	2,122	2,185	2,251	2,319	2,388
5300	Dues & Memberships	26,600	27,398	28,220	29,067	29,939	30,837
5400	Insurance	64,965	66,914	68,921	70,989	73,119	75,312
5515	Janitorial, Gardening Services & Supplies	52,015	53,575	55,183	56,838	58,543	60,300
5535	Utilities - All Utilities	2,575	2,652	2,732	2,814	2,898	2,985
5610	Rent	271,225	279,362	287,743	296,375	305,266	314,424
5615	Repairs and Maintenance - Building	10,300	10,609	10,927	11,255	11,593	11,941
5814	Graduation and Student Activities	18,000	18,283	18,566	19,123	20,259	20,867
5824	District Oversight Fees	47,611	48,410	49,208	50,744	53,826	55,444

Summit Tahoma
Multi-year Projection
As of Jul FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
5830	Field Trips Expenses	39,940	40,567	41,195	42,431	44,953	46,301
5854	Consultant Services	10,300	10,609	10,927	11,255	11,593	11,941
5855	Substitute Contractors	48,000	44,496	43,285	44,583	45,921	47,298
5860	Community Partnerships	188,198	191,152	194,113	199,937	211,819	218,173
5864	Professional Development	1,288	1,326	1,366	1,407	1,449	1,493
5866	Community Day and School Recruiting	2,575	2,652	2,732	2,814	2,898	2,985
5869	Special Education Contract Instructors	372,750	350,000	345,000	355,350	376,620	387,918
5874	Sports Expense	22,673	23,353	24,054	24,776	25,519	26,284
5875	Staff Recruiting	20,000	20,600	21,218	21,855	22,510	23,185
5910	Communications - Internet / Website Fees	5,150	5,305	5,464	5,628	5,796	5,970
5915	Postage and Delivery	5,085	5,164	5,245	5,402	5,723	5,895
	SUBTOTAL - Services & Other Operating Exp.	**2,133,372**	**2,137,815**	**2,165,084**	**2,230,976**	**2,345,646**	**2,416,069**
Depreciation Expense							
	SUBTOTAL - Depreciation Expense	**-**	**-**	**-**	**-**	**-**	**-**
Other Outflows & Amortization							
	SUBTOTAL - Other Outflows & Amortization	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSES		**6,110,384**	**6,025,072**	**5,953,825**	**6,158,271**	**6,410,145**	**6,614,576**

Appendix

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Summit Public Schools
Compensation Policy for 2025-2028

Introduction

Our philosophy on compensation and benefits has always been deeply rooted in our organizational values, beliefs, and norms. Since Summit's founding in 2003, decisions around compensation and benefits have been made collaboratively using a consensus based approach where everyone plays a critical role. If you are new to the organization, or simply want a refresher, we encourage you to review the full history narrated in this document or a brief summary timeline here.

The policy that follows is the culmination of the multiple consensus processes we've gone through as an organization. This policy is effective from ***July 1, 2025 to June 30, 2028***.

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Foundational Assumptions

Summit's Compensation Policy is built upon the following foundational assumptions:

- *Sustainability: It is very important that our schools are sustainable on the state and federal allocation.*
    - *We want to be certain that our schools can continue serving students and delivering on our commitment to families (in fact, thrive) even if philanthropy dries up or is variable year to year.*
    - *It would be difficult to continue to be authorized if we were not sustainable. Authorizers look closely at our financials. Through our charters, we commit to being sustainable. "Financial problems" is one of the legal reasons to shut down a school.*
    - *To be a replicable model, we need to operate on publicly available money. If it takes philanthropy to run our fully-grown schools then we cannot stand as a model/proof point for public education.*
- Employees who stay in the organization will improve every year
- Improvement translates to serving our students, families and each other better
- As a result of improving and serving others better, employees should receive increases in compensation every year
- Employees (in education in general, but also specifically at Summit) value transparent and predictable compensation systems
- Our employees believe strongly that people in our organization should be compensated for:
    - Expertise / Technical Knowledge
    - Performance of Job Duties
    - Achievement of Goals
    - Degree of Responsibility
    - Skill in Managing People (for those roles directly responsible for managing people)
- Continuity and consistency in school-site faculty is integral to the success of core components (i.e. mentoring) of the Summit instructional model
- Employees should be paid what it would cost to hire a person of comparable background and experience for their given role, if we were to look to today's market for talent to hire their replacement.

Compensation Policy for 2025 - 2028

Base Pay Compensation for WASHINGTON TEACHING FACULTY

Proposal:

- For SY26:
  - Teachers in Washington will continue to move up steps Washington salary scale.-However, the scale itself will be adjusted such that, rather than a 4% increase between their current scale placement and their next scale placement (ie, year 3 mid to year 4 mid), the scale will adjust by COLA. This will create the SY26 Washington state salary scale.
    - COLA is a Cost of Living Adjustment that takes into account changes in prices of goods and services over time. It can be seen partially as a way to mitigate inflation and to maintain purchasing power. Summit Public Schools Washington will use a COLA based on the Consumer Price Index ("CPI").
      - The source of CPI data for the Washington region is the U.S. Bureau of Labor Statistics (BLS) website.
      - CPI used to adjust the SY25 teacher salary scale to create the SY26 teacher salary scale is 2.7%.
  - This scale will be in place for the entirety of SY26.

School Year 2024-2025				School Year 2025-2026			
	Low	Mid	High		Low	Mid	High
1	$67,649	$71,032	$74,583	1	$67,649	$71,032	$74,583
2	$70,355	$73,873	$77,566	2	$69,476	$72,950	$76,597
3	$73,169	$76,828	$80,669	3	$72,255	$75,868	$79,660
4	$76,096	$79,901	$83,896	4	$75,145	$78,902	$82,847
5	$79,140	$83,097	$87,252	5	$78,151	$82,058	$86,161
6	$82,305	$86,421	$90,742	6	$81,277	$85,341	$89,608
7	$85,598	$89,878	$94,371	7	$84,527	$88,754	$93,192
8	$89,022	$93,473	$98,146	8	$87,909	$92,305	$96,919
9	$92,582	$97,212	$102,072	9	$91,426	$95,997	$100,796
10	$96,286	$101,100	$106,155	10	$95,082	$99,837	$104,828
11	$100,137	$105,144	$110,401	11	$98,886	$103,830	$109,021
12	$104,143	$109,350	$114,817	12	$102,841	$107,983	$113,382
13	$108,308	$113,724	$119,410	13	$106,955	$112,302	$117,917
14	$112,641	$118,273	$124,186	14	$111,232	$116,795	$122,634
15	$117,146	$123,004	$129,154	15	$115,682	$121,466	$127,539

- The salary scale will have three lanes: Low, Mid, and High.
  - Consistent with previous policies, Low/Mid/High will be determined as follows:

- Low = Teachers with emergency documents, and no relevant advanced degree
- Mid = Teachers with credentials or a relevant verified advanced degree (masters or doctorate).
- High = teachers with credentials and relevant verified advanced degrees (masters or doctorate).

- We will cap our salary scale steps at Year 15. This is a higher cap than most of our local peer districts.
  - Teachers who are at the cap of our scale (Year 15), will receive COLA increases only. If any current Summit teacher is already above the cap, they will continue on with their same salary, adjusted annually by COLA.
    - COLA is a Cost of Living Adjustment that takes into account changes in prices of goods and services over time. It can be seen partially as a way to mitigate inflation and to maintain purchasing power.
      - The source of CPI data for the Washington region is the U.S. Bureau of Labor Statistics (BLS) website.

- Over the course of the 2025-2026 school year we will work collectively to create a Washington Teacher Salary working group to create our own Summit Washington Salary Scale from the ground up that is built on our values and beliefs.
  - The working group will include leaders from Washington, at least one teacher from each school, as well as organizational compensation and finance leaders.
  - The group will commence work within SY25 and conduct research on how scales are created and built, true peers to SPS Washington schools, what reasonable and sustainable yearly step increases look like, and financially model a variety of plans.
  - The group will report back to all Washington teachers and stakeholders on a regular cadence and work with Washington stakeholders to establish the priorities of the scale (for example, the group may decide in partnership to prioritize longevity at Summit schools on the salary scale).
  - The group will present drafts of the scale to Washington teachers and stakeholders for input before the scale is implemented.
  - No teacher will experience a cut to their base salary with the creation of the new scale.
  - The new scale will go into effect in the 2026-2027 school year.
- For new-hires (or faculty returning to teaching), a year of experience will be granted for each full year of employment as the following:
  - Internal: Teaching in an SPS school as an employee of SPS
  - External, full-time, lead teaching experience in a semester/year-long setting in the following contexts:
    - Grades K-12 in a public or private school
    - The equivalent of K-12 in a non-profit or international organization
    - College-level teaching in a subject directly applicable to your credentialed subject at Summit (ie, foreign language for Spanish teachers, Art for an Arts Expeditions teacher)
  - Instructional coaching or management at SPS, including:
    - Academic program management
    - Curriculum development and creation
    - School leadership at an SPS school
  - A maximum of ten lateral years may be transferred for an external new teacher hire.

            - For example, if an external teacher is hired with 12 years of teaching experience as a 9th grade teacher, they would be placed at Year 11 on the Summit teacher salary scale
    - Washington teachers will be paid on a 12 month pay cycle.
        - Washington Teachers begin their fiscal year on August 1, and are paid through July 31.
        - If a Washington teacher resigns at the end of the school year, their employment ends on June 30.
            - They are paid for June and July in a lump sum in their June paycheck.
- For SY27:
    - Teachers will be placed on the salary scale created over the course of SY26.
    - No teacher will experience a cut to their base salary with the implementation of the new scale.
    - Should there be a discrepancy between the newly created scale and placement on the SY26 scale, teachers will continue to be paid based on the prior salary scale (i.e. the salary scale for their SY26 salary) until the new scale catches up to their SY26 salary.
- For SY28:
    - The scale created in SY26 for use in SY27 will dictate the teacher scale for SY28.

Supplemental Compensation for WASHINGTON TEACHING FACULTY

- Summit Experience Stipend will honor faculty in milestone years:
    - In their year 3 of service at Summit Public Schools: $3,000
    - In their year 6 of service at Summit Public Schools: $6,000
- The process to determine eligible duties for a stipend is shared with faculty. Roles with stipends will involve an application process and LT collaboration to determine specific duties. This will follow the policy set forth here.
- Internal coverage will be reimbursed following the policy set forth here.
    - Lunch coverage is not reimbursed.

Why do we like this proposal?

We like this proposal for the following reasons:

- Base Pay:
    - The base pay proposal assures that the people who are most proximate to young people receive an increase in pay between SY25 and SY26.
    - The base pay proposal gives Summit Washington team members the space to create a salary scale that represents our organizational values and aspirations.
- Supplemental Pay for Washington Teacher Faculty:
    - The stipend proposal at year three acknowledges the value of retaining teachers to stay for all three years of a mentor group - for middle school groups at a minimum - and data suggests that folks who stay into their third-year remain beyond that.
    - The proposal to end lunch coverage is due to the fact that we believe that adults “create the weather” for a safe and inclusive environment inside and outside the classroom - including lunch. Therefore, we have an all-hands-on-deck approach to whole-school moments, such as lunch. A strong lunch experience for students means engaged students learning in the afternoon.

What happens next?

- Each returning teacher will receive a letter informing them of their SY26 compensation. The letter outlines the following:
    - Expected scale placement and raise for next school year (ie. base pay)
    - Summit Experience Stipend and amount (if eligible)
    - Information on retirement contributions
- Salary changes go into effect at the start of the fiscal year, for Washington Teachers that is currently August 1st.
- POPs will immediately begin work to establish a working group for the SY27 and Beyond SPS Washington Teacher Salary Scale.

Base Pay Compensation for NON-TEACHING FACULTY

Proposal:

- We have defined our comparable market as:
    1. high performing charter school management organizations and
    2. local nonprofits
- For each non-teaching position, Summit will research the market pay for comparable roles using data from one of these three sources, used in this order:
    - Charter Schools Growth Fund/KIPP National Compensation Study
    - Northern California Fair Pay Study
    - Economic Research Institute NonProfit Compensation Analysis
- To determine the comparable salary benchmark, we look at the size of the organization (as determined by budget) and pull the 75th percentile of base pay.
    - The benchmark assumes that the employee has four years of experience in that position (same level of responsibility, same skills, same expertise). Because of that, the benchmark is used to define the Summit Year 4 salary for a given role.
    - Pulling the 75th percentile means that 75% of our peers pay less, and 25% of our peers pay more.
    - Summit will publish Year 4 salaries for all non-instructional positions. While this will not show individual employee salaries, it will allow everyone to understand the relevant market pay by position and honor our commitment to transparency.
- Once we have the benchmark, we determine salary for employees based on their number of years of experience.
    - Scale placements for new hires will be decided by the Compensation Committee, with input from Hiring Managers and Talent
        - Hiring managers can request an adjustment of plus or minus one year of experience for incoming employees to account for extraordinary experience or for stretching into a new level of responsibility or subject area.
        - The adjustment must be considered early in the hiring process and be requested for approval by the Compensation Committee with clear justification before an offer is made to the candidate. This is important to ensure we document and track these decisions and ensure equitable treatment of all hires.
    - Incoming scale placements are capped at a Year 8 for all non-teaching faculty.
    - All scales are capped at a Year 15.
    - Increases after Year 15 will be reflective of the fiscal health of the organization and may be influenced by:
        - The source of CPI data for the California region is the U.S. Bureau of Labor Statistics (BLS) website.
        - The source of CPI data for the Washington region is the U.S. Bureau of Labor Statistics (BLS) website.
- Individual scales for individual roles will be calibrated every two years.
    - This is an attempt to mirror the publication rate of the CSGF Compensation Study which is published in the Winter of even years (last edition is January 2024)
    - In years that individual scales are calibrated this will be used as the raise for the individual role.
    - A recalibration based on updated compensation data inherently includes a COLA increase, thus we will not calibrate a role and include a raise as these are redundant.
        - Scales were calibrated for SY25, so they will not be calibrated for SY26.

        - Scales will be calibrated for SY27. COLA is included in calibrations and an employee's salary will never decrease as a result of recalibration.
            - All employees receive COLA if no calibration to their external benchmark
            - Calibrations will be capped based on financial resources and this cap will be shared with the organization via the compensation letter.
        - Scales will not be calibrated for SY28.
- In years in which calibration does not occur, SPS will use the COLA increase in the California State Education Budget, referred to as Local Control Funding Formula (LCFF) cost-of-living adjustment (COLA), specifically the number from “Estimated COLA(at Governor's Budget),” to determine the raise for individual roles. This increase will be capped based on financial resources and this cap will be shared with the organization via the compensation letter.
    - This calculator is shared each winter by the California state government and reflects the fiscal reality of the state.
        - For SY2026:
            - School-based exempt employees and Home Office employees will receive COLA effective July 1 2025.
        - There will be calibrations for SY27, in lieu of a COLA raise.
        - There will be a COLA increase for SY28, in lieu of calibrations.
        - Eligibility for the annual adjustment is dependant on an employee’s start date as follows:
            - Employees with a start date before November 1 are eligible for the full percentage increase the following year
            - Employees with a start date between November 1 and February 29 are eligible for half of the percentage increase
            - Employees with a start date on or after March 1 will not be eligible for an increase that same year

	School Year 2025-2026	**School Year 2026-2027**	**School Year 2027-2028**
Raise via Calibration?	**No**	**Yes**, based on updated data ● All employees receive COLA if no calibration to their external benchmark ● Calibrations will be capped based on financial resources and this cap will be shared with the organization via the compensation letter.	**No**
Raise via COLA increase?	**Yes:** ● C-Team: 0% ● Home Office: COLA in July ● School Based Employees: COLA in July	**No**, COLA is included in recalibrations	**Yes**

- While there are individual scales for individual roles, SPS Dean Positions exist on salary bands: This means the Dean of Culture and Instruction (DCI), Dean of Expeditions (DEX), and the Dean of Operations (DOO) will be paid on the same salary schedule
    - We will create a Summit Dean salary scale by averaging appropriate external benchmarks for each dean role into one scale.

    - Should the new scale be below a current Dean scale, the Dean will retain their current salary plus COLA each year as long as they stay in a dean role.
    - All Deans new to Summit will join on the new Summit Dean scale
    - We will create an additional Dean designation that will allow for additional salary growth by providing a secondary lane along the band for eligible deans.
        - In order to be placed on the secondary lane, individuals must be in their fourth year or more as a Summit Dean and meet other defined criteria.

Supplemental Compensation for NON-TEACHING FACULTY

- Like in our teaching proposal, there will be a Summit School Site Experience Stipend for school leadership (ie. Red Team) members.
    - In their Year 3 of service at Summit Public Schools: $3,000
    - In their Year 6 of service at Summit Public Schools: $6,000
        - Only years as a full-time Summit Teacher or School Leader will be considered when determining experience stipend bonus eligibility.
        - To be eligible for the above experience stipends, school leaders must be in a Summit school leader position full-time.
        - Stipends for part-time staff will be considered on a prorated basis.
- Red Team role coverage stipends will have a standard flat rate per semester in relation to the increase in work and responsibility.
    - Dean covering Dean semester amount: $2,500
    - Dean covering Executive Director amount: $5,000
        - Amounts will be prorated based upon weeks worked.

Why do we like this proposal?

We like this proposal because:

- Base Pay:
    - Summit's sunsetting compensation policy (SY2022-2025) has some mechanisms that are rigid and put the organization on a permanent path towards consistent unsustainability. If we do not introduce flexible, sensible mechanisms, we will continue to have the same conversations year over year because the math just doesn't add up.
    - Raises and calibrations have been redundant and cleaning up this duplicity paves the way for greater financial health.
    - Moving deans to a comprehensive scale for all deans is reflective of the work that deans do and how dean roles have shifted in recent years and continue to shift.
- Supplemental Compensation for Non-Teaching Faculty:
    - Matching the amount of Summit Experience Stipends for teachers ensures we are equally valuing retention along all key roles
    - SOWs for interim Red Team coverage have historically been an area we would like to be more transparent about, so we have attempted to create a system that allows this and compensates individuals taking on those extra duties through a standard and fair process.

What happens next?

- Each returning employee will receive a letter informing them of their SY26 compensation. The letter outlines the following:

    - Expected raise for next school year (ie. base pay)
    - Information on retirement contributions
    - Red Team members will receive information on their eligibility and expected School Service Stipend amount
- Salary changes go into effect at the start of the fiscal year, which is July 1, 2025.
- POPs will continue to monitor our compensation studies and re-calibrate roles for SY27.
- Salary bands for deans will have to be created, discussed, and implemented. There is work to be done on the plan for this. We also need to create the Senior Dean band and process.
    - In this process we'll review and update each Dean JD and review compensation for each dean role. Then, a dean band will be created. The Senior Dean band will be created on top of the Dean band based on compensation research and inputs.
    - Deans will be adjusted to the updated scale. No dean will see a decrease in base pay as a result of the change.
    - We will work to define the criteria for the Senior Dean band and share it with the organization.

Paid Time Off

In addition to the foundational assumptions listed above, we also believe:

- high-performing employees will put the interests of students and their professional responsibilities first and will make good decisions on behalf of the organization.
- each employee is an individual and values different things when it comes to paid leave. A one-size fits all approach does not work.

Proposal:

A year is defined as July 1 to June 30.

Type	**Leave Allocation**
Holidays	1. January 1 2. Third Monday in January 3. Third Monday in February 4. March 31 5. Last Monday in May 6. June 19 7. July 4 (this holiday only applies to 12-month employees) 8. First Monday in September 9. Second Monday in October 10. November 11 11. Fourth Thursday of November 12. December 25 **Notes**: ● Non-exempt full-time and part-time employees are paid for the holidays listed above, based upon their average hours worked in the month of the holiday and the prior month (e.g. 4th of July holiday pay is based upon average hours worked in June and July). ● Full-time Temporary employees are entitled to paid holidays. ● Part-time Temporary employees are not paid for holidays. ● If any of the above holidays fall on a Saturday, the observed day-off will be the Friday before. ● If any of the above holidays fall on a Sunday, the observed day-off will be the Monday after.
Organization Closures	Summit Public Schools closes three times per year. The school sites and the home office are physically closed during these periods and no one is expected to work: ● **The week of July 4**. If July 4 falls on Saturday, the closure is the week before. If July 4 falls on Sunday, the closure is the week afterward (5 days). ● **The fourth week of November** (5 days). ● **December 24 through January 1** (9 days). If December 24, December 25, or January 1 falls on a Saturday, the Friday before is the observed holiday. If the holiday is on a Sunday, the Monday afterward is the observed holiday (this may increase the number of days closed). **Notes:** ● Non-exempt full-time employees are paid for the organization-wide closures listed above, based upon their average hours worked in the month of the

	holiday and the prior month (e.g. November break pay is based upon average hours worked in October and November). ● Full-Time Temporary employees are paid for organization-wide closures. ● Part-Time Temporary employees are not entitled to organization-wide closure pay.
School-site Closures	School-site closures are days designated by sites. On these days, the physical school sites are closed and no site-based employees are required to work: 1. **Spring Break** (the one-week period the school site is closed for Spring Break) 2. **Winter Break** (the two-week period the school site is closed in December and January) Notes: ● Non-exempt full-time employees are paid for the school-site closures listed above, based upon their average hours worked in the month of the school-site closure and the prior month (e.g. Winter Break pay is based upon average hours worked in November and December). ● Non-exempt part-time employees are not paid for school-site closures ● Full-time Temporary employees are paid for school-site closure pay ● Part-time Temporary employees are not entitled to school-site closure pay. In the rare event that a school site is closed due to weather, air quality, or other public emergency, non-exempt site-based employees will be eligible to work remotely, or if an available option, on-site. For emergency closures, non-exempt site-based employees will only earn compensation for work performed remotely or in-person.
Personal Days	**Full-Time Exempt Employees:** Summit has a take-what-you-need (TWYN) policy for personal days off that is based on employee and manager discretion. Approval is needed for leave if any of the following apply: ● Total time-off is for two or more consecutive days of leave. ● A day-off falls immediately before or immediately after a holiday, organization-wide closure, or school-site closure. ● Multiple peers are already scheduled to be absent on the requested day-off ○ “Multiple” refers specifically to a reasonable percentage of direct peers within teams. This percentage will be set at the site and team level by Executive Directors and Team Leads. **Full-Time Non-Exempt Employees:** For non-exempt Full-Time employees, Summit has a personal leave bank of 2 days (or 16 hours) per year policy based on employee and manager discretion. The accrued personal leave bank is available on the first day of employment, and on July 1 of the new school year. Personal days can rollover year to year, and are capped at a total bank of 10 unused days (or 80 hours) per school year. Unused personal days above ten are paid out at the end of the year. Approval is needed for leave if any of the following apply: ● Total time-off is for two or more consecutive days of leave. ● A day-off falls immediately before or immediately after a holiday, organization-wide closure, or school-site closure.

	● Multiple peers are already scheduled to be absent on the requested day-off ○ "Multiple" refers specifically to a reasonable percentage of direct peers within teams. This percentage will be set at the site and team level by Executive Directors and Team Leads. **Notes:** ● All accrued personal days will be paid out if an employee transitions out of Summit. ● Non-Exempt, part time employees do not receive personal days ● Non-Exempt, temporary, part-time employees do not receive personal days
Sick Days	● 5 days per year for California-based employees, ○ Sick days do not carry over from year to year. ● 5 days per year for Washington-based employees. ○ Based on Washington state law, Washington-based employees can carry over up to 56 hours in sick time from the previous calendar year. **Note:** Employees who are sick for more than 5 total days in California or 56 total hours in Washington in a given year can leverage take-what-you-need to cover any additional sick days. There are some exceptions involving leaves of absences where time off will be limited to the amounts as defined by law. If an employee needs to be absent for more than 10 consecutive days, they must meet with HR to discuss their specific case.
Parental Leave	Every faculty member receives at least 2 weeks (10 days) of paid leave, per birth or adoption event. Starting in their third year (two years plus one day), faculty will earn an additional week (5 days) of paid parental leave for each additional year of tenure. ● In practice, this means a first year or second year faculty member would each have 2 weeks of paid parental leave; a faculty member who has been with Summit for five full years would have 5 weeks of paid parental leave (2 that all faculty receive + 3 for their third, fourth, and fifth years of tenure). ● The additional 5 days of leave are granted as faculty members enter their additional year of tenure. The full year of service does **not** need to be completed for the additional days to kick-in. ○ For Example: Employee A started at Summit on 8/1/2018. They would receive the following parental leave days during these time windows: ■ 8/1/2018 to 7/31/2020 - 10 days ■ 8/1/2020 to 7/31/2021 - 15 days ■ 8/1/2021 to 7/31/2022 - 20 days ● Summit Parental Leave is capped at 10 weeks (50 days). Note that this paid parental leave is in addition to whatever federal or state leave programs someone is eligible for. See the employee handbook on TriNet for more details
Bereavement Leave	5 days per year for the death of a family or household member
Jury Duty	8 days per year. After that, any remaining jury duty days will be unpaid. (Maximum number of days taken will be defined by the court.)

Why do we like this proposal?

We like this proposal because:

- It recognizes that a one-size fits all approach to vacation and personal time off doesn't align with the various and diverse personal lives and needs of our employees.
- It acknowledges that we can have a high quality, student facing organization, that serves students well, and at the same time enable people to attend weddings, visit relatives, travel, take a mental health day, etc…even if it is during times when school is in session.
- It honors a well known truth that many people throughout the organization work during "vacations" as they currently exist. By shutting down the organization through "org-wide" closure we protect quality vacation time.
- It creates a disciplined culture to ensure that for at least 20 days per year all of our employees are really taking time for themselves.

What happens next?

In order to ensure that the values we have articulated for Paid Time Off are upheld, we will commit to:

- Providing proper training and resources for managers that will ensure the policy is well-understood by all, and that it is implemented consistently across all school sites and teams.
- Maintaining our system to support implementation of the take what you need policy at all school sites.

In addition:

- Everyone is welcome to raise questions or concerns about these changes via the FAQ survey or by directly reaching out to the POPs team.
- The Consensus Planning Team will facilitate a similar process for non-exempt employees to address challenges and needs specific to their category of employment
- People Operations will continue to monitor employee questions on this specific section of the policy, and update or build related resources to add to the appendices section

Health, Dental, & Vision Insurance

We do not propose any changes to Health, Dental, & Vision Insurance. Noted below are minor word changes for consistency in language throughout the policy.

Proposal:

California

- Summit Insurance Benefits are managed through TriNet in CA. Complete information about the benefit offerings can be found on HRPassport.
- Summit offers Health, Dental, Vision, Life, Short-term Disability and Long-term Disability. We offer a large variety of plans and levels of coverage.
- For Health, Dental, and Vision insurance, Summit covers 75% of the premium for employees, regardless of plan or dependents.
- For any CA employees who opt out of health, dental and vision insurance, Summit offers an opt-out stipend.

Washington

- Benefits are managed through the state benefit program in WA
- The benefits of Washington employees enrolled in SEBB are tied to their employment with Summit.
    - If a teacher resigns at the end of a school year their benefits must end on June 30, as this is also when their employment with Summit ends.[1]

Why do we like this proposal?

We like this proposal because:

- Employees are happy with their insurance benefits
- The current policy meets all of our decision making criteria

What happens next?

- Everyone is welcome to raise questions or concerns about these changes via the FAQ survey or or by directly reaching out to the POPs team.
- People Operations will continue to monitor employees questions on this section of the policy, and build related resources to add to the appendices section as needed

[1] As designated by law here: https://app.leg.wa.gov/wac/default.aspx?cite=182-31-050

Retirement

Proposal:

- Eligible employees based on their position/job responsibilities are enrolled in their respective state plans, CalSTRS for CA employees and the WA Retirement Plan for WA employees.
    - Contribution rates for both the employee and employer are state mandated. When it comes to the state plans, we do not have any flexibility. All certificated teaching faculty must be enrolled in these plans and we cannot change the contribution rates.
    - Rates are determined by the state and can vary by year.
- Non-teaching employees are generally enrolled in a 401(a).
    - The employer (Summit) contribution rate will be 10% of earnings.
    - The employee contribution rate will be 10.25% of earnings.
    - We do not have the resources available to run additional retirement plans.

Why do we like this proposal?

We like this proposal because:

- We stay true to our foundational assumption of being in line with the market and being financially responsible.
- It brings all employees enrolled in the 401(a) to equal employer contribution rates
- It is financially sustainable

What happens next?

- Everyone is welcome to raise questions or concerns about these changes via the FAQ survey or by directly reaching out to the POPs team.

Evaluation

We do not propose any changes to our current plan for Evaluation.

In addition to the foundational assumptions, we also believe:

- Effective evaluation includes high quality, timely, intentional conversations around performance and data.
- People should seek feedback and be open and responsive to it.
- Feedback should come from all different perspectives, not from a single manager or “boss”.
- People improve the most when they have a growth mindset and lots of timely and actionable feedback.

Proposals:

- Ensure that every position in the organization has an accurate, robust job description.
- Select a suite of best practices for delivering and receiving timely, actionable feedback in a professional environment. Relentlessly develop everyone on these best practices. (For example, the way we have done with our meeting structures and roles)
- Build these best practices into the natural structures of our organization, so that everyone is consistently receiving timely, actionable feedback on their actual job performance and coaching use this feedback to grow.
- Define clear career pathways and make sure feedback is connected to growth along each person’s desired career pathway.
- Continue to identify and develop quality reporting on data that is meaningful and relevant to each person’s job performance. Make the data accessible.

Why do we like this proposal?

We like this proposal because:

- Developing a complex evaluation system (which we’ve attempted multiple times) does feel like a good use of time at this moment.
- It focuses feedback and evaluation on the jobs we actually do and want to grow into, versus the rubrics which are more about the skills that will ideally support the jobs we do.
- Personalized, data-driven feedback for adults is aligned with our student learning model and how we know people learn best.

What happens next?

- Everyone is welcome to raise questions or concerns about these changes via the FAQ survey or by directly reaching out to the POPs team.
- Summit will continue to provide professional development, training and tools to managers to give honest, actionable and timely feedback to employees.

Appendices

Implementation Details and Resources

Please refer to the below resources for more information on the the implementation of our compensation policy:

- Policy for Internal Coverage
- FAQs
- Base Pay for Non-Teaching Staff: Compensation Committee
- Remote Employees (updated January 2023)
- Summary Chart for Non-Exempt Employee Benefits + Time Off

Historical Implementation Resources

- 2022-2025 Summit Compensation Policy
- 2017/2018 Announcements

Policy for Internal Coverage for Washington Teachers

Teachers who provide internal coverage at their school sites will be compensated for their time as outlined below:

- The rate of pay is $35 for every short class block covered and $55 for every long class block covered.
- Class blocks are defined as entire class periods where teachers are supervising students and facilitating lessons or activities on behalf of an absent peer that they would not be facilitating otherwise
    - Short class blocks range from 45-55 minutes
    - Long class blocks align with standard bell schedules at both middle and high school sites
- Duties outside of the core teaching responsibilities are outside the scope of this policy

An Important Note

This update to our compensation policy is an effort to improve coverage practices based on feedback collected in the most recent consensus process. We recognize that some teachers view internal coverage as disruptive, as last-minute requests interrupt valuable prep time. Whenever possible, Summit teachers commit to notifying school leaders of their absences early, so school leaders can make every effort to find alternative coverage that is not disruptive to faculty and still provides a positive learning experience to students. Inevitably, there will be times when alternative coverage options are not available and teaching faculty will step in to help fill that need.

Process for Requesting Pay After Providing Classroom Coverage

Outlined below are the steps teachers and other stakeholders should take to request or approve requests for internal coverage pay.

1. The **Teacher** who provides coverage should submit a payment request using this form *after* the date in which they covered class blocks, but no later than 30 days. Once submitted, you will be prompted to select the corresponding Red Team member that the form should be sent to for approval. Use the drop-down menu to select the representative for your site.
2. **Site Leadership Teams** will receive the submitted form via Informed K12 and must open the form and confirm coverage details are accurate. **Finance will not be able to process payments without your approval.**
3. **Finance** is the final step in this process. As approved forms are received, they will confirm payment rates for each block and confirm which payroll month payment will be reflected in.

People Operations is available to help troubleshoot issues with the form as needed. Please contact the Senior Director of People Operations with any questions.

Policy Clarifications

Who is eligible to provide classroom coverage when a teacher is out?
Generally speaking, these are the options for classroom coverage:

- External Substitutes
- Current Teachers (there are limitations, see below for more details)
- WA Substitute Teacher Pool (specific to Washington sites only)

Site Leaderships Teams should review the Substitute Teacher Hiring Guidelines for more information.

When classroom coverage is needed, who decides how that need will be filled?
School Leaders will continue to own classroom coverage decisions at their site. Ideally, teachers will notify sites of their absence in advance (minimum of 48 hours) to ensure coverage can be scheduled accordingly.

Will teachers be required to provide internal coverage under this policy?
School leaders are committed to finding classroom coverage options that are minimally disruptive to both teachers and students. Scheduling external coverage is unfortunately not always possible, so they may request support from teachers in order to provide the best learning experience for our students. This change to our compensation policy is not to *require* teachers support coverage needs at their site, but rather to *acknowledge* that internal coverage does happen and provide compensation for those instances.

Will teachers be compensated for covering mentor SDL blocks?
Teachers who provide coverage during Mentor SDL blocks will be compensated for doing so if they are covering *entire* mentor groups of another peer. If the mentor group of an absent peer is split up to join existing mentor blocks, teachers will not be compensated for the extra students who join their group. Similarly, if a co-mentor is out for the day, the mentor facilitating the session alone with mentees will not be compensated extra.

Will teachers be compensated for covering Expeditions blocks?
Yes. Payments for Expeditions blocks will be compensated at rates equivalent to the total time covered. For example, Expeditions blocks for the 2022 - 2023 school year are 155 minutes long.

- If a teacher covers the entire block of 155 minutes, they will receive the equivalent of two long block payments.
- If two teachers split coverage of the block, meaning one covers for the first half and the other for the second half, each of them will receive the equivalent of one long block payment.

Will teachers be compensated for covering partial classroom blocks?
Teachers will be compensated for short or long classroom block coverage as outlined above. The blocks were decided on using our school bell schedules as a guide, so should adequately represent all instances of coverage.

Will teachers be compensated for covering lunch?
Teachers will not be compensated for this time. Lunch coverage will only be allowable on days when that teacher has a planning block to ensure a proper break

Are there limits to the number of blocks teachers cover during the school year?
Currently, the policy does not outline a limit on the number of blocks Sumit teachers can cover on a weekly, monthly, or yearly basis. Needs will vary by site and school leaders and teachers should exercise best judgment.

Will other staff (non-teachers) be compensated for providing classroom coverage?
Only teachers are eligible to receive payment for internal coverage as outlined in this policy.

Process Clarifications

Do I need to submit a form for every class block I cover?
The form allows you to list multiple different instances of class coverage duties, so you do not have to fill out an individual form for every class block you cover.

When should I submit the form?
Forms should be submitted within 30 days after having covered a class period.

When can I expect to see the payments reflected on my paycheck?
Requests that are submitted and approved by the 15th of every month will be reflected in that month's payroll. Requests submitted after the 15th will be reflected in the following month's payroll. Once Finance receives the approved form, they will enter the payroll month in which you can expect payment.

I'm not familiar with Informed K12, are there resources I can reference if I'm having trouble on the website?
Yes! Visit Informed K12's support page for instructions and tutorials on how to use the site.

Who should I go to when I have questions regarding the form or payment process?
Please email the Senior Director of Talent Operations, Claudia Sanchez.

Process for Variable Stipends in Washington Schools

School sites have agency to create stipends for teachers who perform additional duties. The amount of pay that teachers will receive for the specified additional duty will be determined by an objective programmatic driver (such as number of student participants, number of hours, number of teachers coached, enrollment, etc). The stipend will be created at the school site, shared with teachers, and a teacher will be selected for the role.

Process for Creating Variable Stipend:
Outlined below are the steps school leaders will take to create a role with a variable stipend:

1. An individual on the school site proposes a new stipend, following the Summit Status/Target/Proposal process.
2. Individuals must partner with POps and Legal for input into creating their proposal and they must include programmatic data to inform the amount they are proposing compensating the role. Additionally, the proposal should include clear responsibilities that are above and beyond the "role of teacher" document.
3. Individuals will submit their proposal to the site ED for their decision.
4. ED will complete a veto check with the COO and CFO.
5. Once approved, an SOW must be signed and executed prior to the stipend taking effect
6. Stipends are on a year-to-year basis, and must be reviewed and renewed annually.

Policy Clarifications

What is the Decision grid for creating a variable stipend?

Decision	Proposal	Input	Veto	Must be informed
Executive Director	Teachers	POps Legal Finance Network Leadership Team	Chief Operating Officer Chief Financial Officer	Finance Team, Site-team

What are some examples of Site-Based Duties that are eligible for Teacher stipends?
Here is a non-exhaustive list:

- MLL Instruction*
- Athletic Coaching
- GL Coordinator (Assemble agendas, coordinate facilitation, etc.)
- Study Trip Coordinator
- Testing Coordinator
- Teacher Peer Coaching
- Parent Engagement Coordinator

**Please note that while MLL instruction is included here it is not an optional role in our schools. Each school must offer MLL instruction - there is no variability there. It is included here so we can use the process established to align on what MLL teachers will receive as compensation for their role. Also please note that MLL compensation will be the same across our Washington schools, since it is mandatory by state law.

What if multiple schools have the same role? Will the stipends be the same?
If schools elect to have the same stipend role, the stipend amount will be the same across sites.

How will stipend amounts be determined?
Stipend amounts will depend on funds that are available based on the potential funding. The stipend must be based on a quantifiable data and available funds.

Will different schools have different available stipends?
Yes, if they determine to. However, if different school sites have the same role the stipend amount will be determined the same way.

Frequently asked questions

What is the “Local Control Funding Formula (LCFF) cost-of-living adjustment (COLA)?”
The California State Department of Finance (DOF), calculates an estimate of the current year COLA as part of the annual budget process. The COLA is technically set in the May Revision of the governors budget, but becomes available in late Fall/early Winter for School systems to use in their own budgeting. This page is run by the California Department of Education and shows historical data.

Tracking Conversations & Continuing Dialogue

Coming to consensus on a topic as sensitive and nuanced as compensation for an organization with team members across states and job types is a process deeply unique to Summit and one that brings up many topics - many related to compensation and many that are tangentially related. Those that are related are important to track - we want to ensure we can look back at the rich conversations we had and keep track of emerging thoughts and ideas.

Notes on things that repeatedly surface over the years

During this round of consensus we saw the most debate around a few key topics:

- The alteration of the Summit Experience Stipends
- The determination of yearly increases for non-instructional team members
- Marshall Street and their place in the Compensation Policy
- The creation of a singular dean band and a dean lane

Over the course of the drafts of the policy we saw different iterations of each of the above. Washington teachers had fruitful discourse around where stipends make the most sense and what the stipends are intended to honor and incentivize. This discussion will undoubtedly pick back up as Washington teachers come together to create the new Summit Washington Teacher salary scale.

In regards to dean bands, these will come part and parcel with updated dean job descriptions and a clear attachment to career pathways at Summit. This work will continue to be discussed and made public.

Finally, work with Marshall Street on how their innovative work fits with the inner workings of the Home Office will be a big focus of partnership over the next few months and years. This is a conversation that needs to continue.

Expanded explanations on why certain things have not been included

Compensation Consensus in 2025 was very much centered around making sure that Summit is financially prepared for the next three years that this policy will be in place for. Decisions made during this process were very strongly governed by what is possible for the organization and what is outside our realm of comfort. Proposals that would increase the organization's deficit were largely not included. Also, proposals that attempted to give optimal flexibility and room for the organization to bend and meet the moment over the coming years were at the most advantage. The next three years will be a time of tremendous change for Summit Public Schools and ensuring the Compensation Policy can mirror that change with ease is an important factor the planning committee kept top-of-mind.

Continuing dialogue

In feedback about the process there were recurring notes about how this process feels rushed and how folks aren’t sure that this process fits the organization at this time. To prepare for a process like this in the future we’d like to work within a bigger time frame to allow time for education and a lot more discussion and iteration. Team members need to have space to see a draft and come back with new updates and proposed changes in relation to a draft, not just from the initial opportunity to submit proposals. We’ll be spending time collecting feedback on not only the policy but the process and will take and use that feedback very seriously.

APPendix

AA

Structures at Summit Public Schools for Leadership, Decision Making and Growth

Teacher Leader Structures

All-Org PD		Ongoing PD		Weekly Site-Based Decision Making	Bi-Weekly Meeting and PD	
All Organization Days Professional Development Teachers across the organization come together during August and February Days to collectively build practice and learn from each other benefiting from the resources and expertise of the organization in planning and executing professional development.	**All Organization Days Culture Building** Teachers from across the organization come together during August and January to collectively build culture, understand the state of the organization.We come together to model, build and re-align on culture. We celebrate accomplishments toward shared goals. There is an opportunity to learn more about key initiatives and strategies and appreciate the ways in which the various teams support each other's work.	**Expeditions PD** Expeditions PD Middle school PD days/ WA minimum days are the space for faculty to deeply engage in professional development targeted to individual and whole school needs. They are also a space for group decision making.	**Coaching** Coaching is where school leadership can personalize and tailor professional development to the needs of the individual. We believe that by using the impact cycle and giving targeted coaching and feedback based upon data, real-time observations and school-based priorities that teachers will grow in their ability to execute Summit Learning.	**Leadership Team** During Leadership Team meetings, the site faculty come together to collectively lead the school. This is the space for group input and decision making. It is also the space where faculty are trained through doing and modeling on key practices aligned to Summit culture including: agendas, roles, STPs, decision grids, consensus, norms, etc.	**Grade Level Teams** Grade Level Team (GLT) time is a critical time for collaboration, best practice and information sharing, and mutual support and celebrations. GLTs are responsible for using data to support students in a coordinated way across the grade-level. These teams are responsible for creating clear culture/class/process norms across GLT CLTs also coordinate with Special education to execute and support diverse learners. Additionally, grade-level teams are responsible for driving the MTSS process.	**Course Level Teams** Course Level Teams are the groups of teachers across the organization who teach the same course. CLTs support team members in the internalization, planning and implementation of the base Summit Learning curriculum. CLTs also use the protocols of calibration and looking at student work to align practice. Members of the CLT can also work collectively to suggest enhancements to the base curriculum.
Practices to support: • Collaboration and professional development targeted at building practice.	Practices to support: • Agendas • STPs • Consensus and decision grids • State of the	Practices to support: • Project internalization protocols and share outs • Calibration	Practices to support: • Impact cycle • In role support from campus base coaches • In role support	Structures Used by LTs: • Agendas, roles • Decision grids, consensus	Structures Used by GLTs/MLTs: • GLT "hand off" from previous year in series of	Structures Used by CLTs • Project internalization • Calibration of

Updated: 9/9/2025

• Key focuses: Design model elements, Project Internalization, Calibration, Looking at student work, differentiated workshops aimed at building instructional practice	Organization • Budget simulations • Key readings • Home office updates	protocols • Model implementation guides and support • Agendas, decision grids, STPs • PLCs • Plans and experiences to execute on site priorities: Testing, WASC, Attendance	from the Learning Experience team including: modeling and feedback • Quarterly feedback from Learning Experience Team on entire faculty to inform coaching	• STPs • Community Building • Circles	9-10, 10-11, 11-12 meetings in which lower grade reviews and passes along learnings from previous year • MTSS protocols for individual (Kid Talk) and group (Thematic) action planning • Centralized tracking and data support.	skills and products • Collaboration with peers during ExPD including observation, co-teaching • Using an email listserv to share best practices and benefit from the wisdom and experience of the group.
Execution and Expectations: • Agendas are reflective of the needs of the organization • The whole organization comes together in one space in Washington and California	Execution and Expectations: • Organizational leadership plans and executes on these key days • The whole organization comes together in one space in Washington and California • Agendas are a reflection of organizational priorities and work	Execution and Expectations: • ExPD planning begins 3 weeks before ExPD is kicked off • ExPD balances whole group needs with personalized paths • Teachers receive frequent feedback and coaching- at least 1 coaching session per week • Teachers set public goals • Teachers are held publicly accountable for work each week of Expeditions	Execution and Expectations: • Everyone has a coach. • Coaches use the Impact Cycle • Coaches decide with teachers how to focus coaching cycle and appropriate PEERS goals • Coaching happens at least 1x every 2 weeks • Learning Experience Team will support in role implementation and professional development across the model complimenting individual coaching	Execution and Expectations: • Agendas are planned before the meeting and sent out to LT members 24 hours in advances • Practices from *How to Make Meetings Work* are used including roles, facilitation shares, etc • Teams meet for 1.5 hours each week	Execution and Expectations: • Agendas are mapped to key areas of focus norms calibration, MTSS, IEP/504 internalization • Teams meet every other week	Execution and Expectations: • Course level teams will be supported by the Learning Experience Team • Each CLT meeting will have a suggested agenda aligned to the practices of Calibration, project internalization and looking at student work. • Teams meet every other week

Updated: 9/9/2025

Teacher Leader Structure Schedule

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Time	3:30- 4:10/4:40	3:30- 4:10	3:30- 4:40	3:30- 4:10	3:30- 4:10
Structure	GLT/MLT	Office Hours by subject teachers	Leadership Team Meeting LT 3:30-5:00	Office Hours by subject teachers	No after school
Week A	GLT 3:30-4:10/4:40				
Week B	MLT 3:30-4:10/4:40				

Updated: 9/9/2025

	School Leader Structures				
All Director Days (Summer)	**Coaching** Mirroring the coaching for teachers using the leader skills document, we can develop our leaders in their own coaching, vision setting and execution of Summit Learning.	**Monthly Video Conference** The monthly video conference is an opportunity to get information from the organization on systems and processes as well as give feedback on organizational work. We believe that targeting this time will allow us to more efficiently focus on other work related to execution.	**Quarterly Director Days** The all day meetings throughout the year are intended to be times to come together around vision of the organization and potentially areas of collective need. We believe that bringing the team together during this time in a tightly facilitated way will allow for stronger calibration and execution. We also believe this should be a time for school leaders to do some of the work that we will ask faculty to do in their ExPD and February PD to model high expectations and strong facilitation.	**Dean** Our deans are close to the work and are focusing daily on instruction and restorative practices. We believe that if we create the space to collaboratively examine our practice around coaching, instruction and restorative practices then execution of our model will be stronger.	**Quarterly Walk-Throughs and Feedback** Honest, actionable and timely feedback is the only way to hold ourselves accountable and examine how close or far we are to meeting the vision. Using the Quarterly expectations we will deep dive into each school 1 time per quarter and give explicit feedback on execution.
	Practices to support: ● Impact cycle ● Direct feedback on quality of teacher coaching ● Professional development spent analyzing coaching and	Practices to support: ● Teams support	Practices to support: ● Data to drive instruction ● Calibration on cognitive skills ● Differentiating up ● Supporting students with literacy and	Practices to support: ● *PD on RP with sharing and practice protocol* ● *PD on coaching with sharing and practice protocol*	

Updated: 9/9/2025

	giving peer feedback		math • SBAC planning		

Appendix

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Student Success Team (SST)

[Part 1: SST Referral]
[Prework (before Part 2)]
[Part 2: Planning Interventions]
[Part 3: Follow-Up SST] (repeat as needed)

Part 1: SST Referral

Student Name	Mentor Name	Grade Level	Date of SST Referral

Strengths and Interests

What are the student's strengths and interests (abilities, aptitudes, skills)? How can the SST use and build upon these strengths? (from the SST referral form and team discussion)
Notes:

Areas of Concern

What areas of concern is the SST addressing with this plan? (from the SST referral form and team discussion)
Notes:

What is at the root of the challenges the student is facing?
Notes:

Prework (before Part 2)

Assessment and Current Performance
Include relevant data below: cognitive skill and concept scores, project completion data, PFA data, attendance, behavior, etc

Academic	Social-Emotional/Behavior/Health
English:	Attendance/Tardies:
Math:	Behavior Referrals:
History:	Restorative Conferences:
Science:	Health:
Spanish:	Other:
ELPAC:	

Interventions and Accommodations Tried

What interventions/services/supports have already been implemented? With what outcomes?

Resources:
Intervention Strategies List
Accommodations Bank

Data to include: tier 2 intervention diagnostic or progress data, small group interventions and/or services (counseling groups, social groups, attendance interventions, check-ins, behavior agreements/logs, restorative plans) accommodations provided and their effectiveness.

Existing Interventions/Supports/Accommodations ***(in class interventions, support block interventions, other)***	**Duration Dates**	**Continue as is? Revise? Stop?**

Part 2: Planning Interventions

Student Name	**Date**

Goals of the SST Meeting:

- *Discuss student's strengths, areas of concern and root causes of concern.*
- *Finalize a plan to provide intensive interventions and monitor the student's progress over the next few weeks*

Strengths and Interests (~2 mins)

What are the student's strengths and interests both inside and outside of school?

Academic Strengths and Interests	**Social Emotional/Behavioral Habits**
☐ Language and Literacy ☐ Written Expression ☐ Mathematical Thinking ☐ Scientific Thinking ☐ Analytical Thinking ☐ Artistically Inclined ☐ Musically Inclined ☐ Athletic Skills ☐ Leadership Skills ☐ Other _____	☐ Attachment ☐ Stress Management ☐ Self-Regulation ☐ Self-Awareness ☐ Empathy/Relationship Skills ☐ Executive Function ☐ Growth Mindset ☐ Self-Efficacy ☐ Sense of Belonging ☐ Relevance of School

	☐ Resilience ☐ Agency ☐ Academic Tenacity ☐ Self-Direction ☐ Curiosity ☐ Purpose ☐ Other _____

What other strengths and interests does the student demonstrate in school?

Areas of Concern (~2 mins)

What are the areas of concern related to the student's academic progress, social-emotional, and/or behavioral well being?

Academic	Social-Emotional/Behavioral	Physical Health
☐ Foundational reading skills ☐ Foundational writing skills ☐ Foundational math skills ☐ Critical thinking ☐ Organizational skills ☐ Attention ☐ Time Management ☐ Memory ☐ Language/Communication ☐ Follow-through/Work Completion ☐ Study skills ☐ Fine/Gross Motor skills ☑ Class participation ☐ Other _____	☐ Absences/Tardies ☐ Inattention ☐ Distractibility ☐ Difficulty with peer interactions ☐ Anxiety ☐ Grief ☐ Appears depressed, sad, withdrawn ☐ Self-esteem, self-worth ☐ Fidget excessively (mouthing non-edibles, touching/manipulating materials) ☐ Uncooperative ☐ Unresponsive ☐ Hyperactive ☐ Impulsive ☐ Anger- irritability, low frustration tolerance, aggression, fighting ☐ Bullying/Teasing/Threatening ☐ Dangerous Behaviors ☐ Other _____	☐ Headaches ☐ Hygiene ☐ Fatigue ☐ Breathing ☐ Eating ☐ Stomach Complaints ☐ Hearing ☐ Vision ☐ Other _____

Please describe specific academic, social-emotional, behavioral, or physical health concerns.

Interventions and Progress (8 mins)

Resources:
Intervention Strategies List
Accommodations Bank

What interventions will the team implement to address the areas of concern?

Intervention	**Objective:** "Student will be supported in [concern] by [intervention]."	**Owner (will implement and track)**	**Implementation Notes**

Next Steps

- ☐ Implement interventions and track progress weekly [Mentor/GLT]

Part 3: SST Follow-up

Student Name	Date of Follow-Up SST Meeting

Updated Assessment and Current Performance	
Academic	Social-Emotional/Behavior/Health
English:	Attendance/Tardies:
Math:	Behavior Referrals:
History:	Restorative Conferences:
Science:	Health:
Spanish:	Other:
ELPAC:	

Goals of the Follow-Up SST Meeting:

- *Review student progress in tier 3 interventions planned during the initial SST*
- *Determine the effectiveness of interventions and next steps to continue championing the student's progress*

SST Tier 3 Intervention Results

How is the student progressing in the interventions being facilitated?

Intervention	**Objective:** "Student will be supported in [concern] by [intervention]."	**Objective Met? Y/N**	**Implementation Notes**

Intervention Qualitative Reflection and Final Determination

What possible reasons exist for objectives that were not met successfully? Are there challenges that inhibit learning that were not yet addressed by the initial SST?

Reflection Notes:

Final Determination:

- ☐ Interventions were effective — no further intervention needed
- ☐ Interventions continue to be effective — continue interventions on an informal basis
- ☐ Interventions were NOT effective — begin the 504 consultation process

Appendix

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PROPOSITION 39 FACILITIES USE AGREEMENT
BY AND BETWEEN
EAST SIDE UNION HIGH SCHOOL DISTRICT
AND
SUMMIT PUBLIC SCHOOL: TAHOMA
2025-2027

This Proposition 39 Facilities Use Agreement ("Agreement") is made and entered into by and between Summit Public Schools, a California nonprofit public benefit corporation, which operates Summit Public School: Tahoma ("Charter School") and East Side Union High School District (the "District"). The Charter School and the District are hereinafter collectively referred to as the "parties".

The District and Charter School have determined that the District will satisfy its Proposition 39 facilities obligations for the 2025-2026 and 2026-2027 school years by providing Charter School facilities on the terms and conditions set forth herein at District's Oak Grove High School.

The District and Charter School desire to set forth their respective rights and obligations in connection with the use by Charter School of certain District facilities specified below and located at Oak Grove High School, 285 Blossom Hill Road, San Jose, CA 95123 (the "Site").

The District and Charter School, in consideration of the mutual covenants, representations and agreements contained herein, hereby agree as follows:

1. Terms and Permitted Uses

1.1. This Agreement shall commence on July 1, 2025 and, subject to the terms herein, shall be for a term of 2 years and terminate on June 30, 2027 (the "Term"). Upon the request of Charter School, at least twelve (12) months prior to the expiration of the Term, the parties hereto shall enter good faith negotiations for the continued use of the Dedicated Space (defined below) located at the Site by Charter School for the benefit of Charter School pursuant to Proposition 39 and its implementing regulations ("Prop. 39"). If the parties are not able to reach mutual agreement on the terms of continued use of the facilities at the Site, Charter School shall discontinue its use of the Dedicated Space and Shared Space upon expiration of the Term and return the Dedicated Space facilities to the District in the condition described herein. Revised good faith negotiations to begin twelve (12) months prior to the expiration of the Term.

1.2. Upon expiration or early termination of this Agreement, Charter School shall fully vacate the Dedicated Space at the Site and shall restore the property to the same condition as that existing at the time of entering into this Agreement, as improved from time to time in accordance with Section 1.14 hereof, reasonable wear and tear excepted. Charter School shall remove all of its personal property from the Site at Charter School's sole expense on or before the termination of this Agreement. Revised to align with section 1.14 Alterations and Capital Improvements.

1.3. Charter School shall use the Dedicated Space and the Shared Space provided herein for the sole purpose of operating its public charter high school serving grades 9-12 only, and related incidental activities, and for no other purpose.

1.4. The District has the right to terminate this Agreement in accordance herewith should Charter School fail to utilize the spaces for educational academic purposes consistent with California law and the Charter School. Additionally, this Agreement shall automatically terminate upon the voluntary closure of the Charter School, or revocation of the Charter School after all applicable appeal periods.

1.5. Charter School shall not allow any outside organization or individual not affiliated with Charter School (which does not include organizations or individuals with which

the Charter School has contracted or invited to the Site for its purposes consistent with operating the Charter School and related incidental activities) to use any of the District's property including the Site without prior approval by the Superintendent or his/her designee, to be requested at least ten (10) business days in advance of said event unless otherwise allowed by the Superintendent. Charter School does not have the authority to issue a permit or to authorize the use of the District's property. Charter School shall be allowed to use the Dedicated Space and Shared space at the Site only in connection with its charter high school program in a manner consistent with use of other schools sites within the District.

1.6. **Fingerprinting and Tuberculosis Risk Assessment.** Charter School shall be responsible for ensuring compliance with all applicable fingerprinting and criminal background investigation requirements described in Education Code section 45125.1. The District shall be responsible for complying with all criminal background check laws for all District employees or contractors on the Site or vendors that it directs to the Site for any work to be performed as applicable. Charter School shall also ensure that its employees and volunteers are in compliance with the tuberculosis risk assessment requirements set forth in Section 49406 of the Education Code. Revised to change tuberculosis testing to tuberculosis risk assessment.

1.7. **Costs**. In consideration for the facilities provided herein, and in accordance with 5 C.C.R. §§11969.1-11969.11, Charter School agrees to pay to District $8.60/square foot per year for the Dedicated Space, excluding any square footage in portables occupied by the Charter School which are leased or purchased directly from a third party by the Charter School. The Charter School will also pay $1.00/square foot per year as rent for the ground upon which the Charter School places any additional portable buildings on the High School Site pursuant to Section 1.14 hereof. The Dedicated Space payment and the ground rent payment shall be referred to herein, collectively, as "Rent."

The Charter School shall pay 1/12 of the yearly Rent amount to the District on the first day of each month commencing July 1, 2025.

On July 1 of each year of the Term, commencing on July 1, 2025, the Rent shall increase by the increase in the Consumer Price Index ("CPI") published by the Bureau of Labor Statistics in February of each year for the San Jose–Sunnyvale–Santa Clara Metropolitan Statistical Area; provided, however, that each yearly increase shall be a minimum of one percent (1%) and shall not exceed five percent (5%). The District shall provide to Charter School an updated **Exhibit "B"** no later than April 1st each calendar year during the Term hereof for the next following school year, if applicable, to reflect any adjustments to the Rent. Such updated **Exhibit "B"** shall be effective July 1 of the subsequent school year. Revised to change date to July 1, 2025, remove Table 2, and match that of the 2020-2025 facilities use agreement for this section.

1.8. **Full Satisfaction of Proposition 39/Release of Claims.** The District and Charter School agree that, as a condition to this multi-year Agreement, the provision of facilities pursuant to this Agreement constitutes full and complete satisfaction of the District's obligation to provide facilities to Charter School under Proposition 39, including but not limited to Education Code section 47614 and its implementing regulations, for the Term herein, and Charter School shall not submit any request for additional facilities for its school for the Term herein.

1.9. If requested in writing by the District (which shall not occur more than once per school year), Charter School shall submit to District reasonable projections of total ADA, total in-district ADA, total in-district enrollment, total classroom ADA and total in-district classroom ADA, supported by Intent to Enroll forms signed and completed by parents/guardians of Charter School's incoming 9th grade students and new students intending to enroll in the Charter School for the subsequent school year. The District shall promptly review Charter School's projections.

Charter School shall provide to the District the enrollment report submitted to the California Department of Education in order for the District to ensure that the Charter School's enrollment meets the minimum in-District enrollment requirements of at least 80 (eighty) students. In the event the total number of in-District students enrolled at Charter School is fewer than 80 (eighty), then Charter School agrees to meet and confer with District regarding student enrollment. If, after meeting and conferring, Charter School's enrollment is still reasonably

projected to have less than 80 (eighty) in-District students and no projections to the contrary are provided by Charter School by June 30 of the instructional year then in-effect, then this Agreement shall automatically terminate on June 30 of such instructional year. SPS shall cooperate in all such audit requests by the District and shall provide the District upon request with student enrollment information including names, addresses, grade level and contact information, to assist the District in its audit. The District will not use any information provided by the Charter School pursuant to this section for any purpose other than verifying enrollment, or which violates FERPA or other applicable laws. The District and Charter School agree that the provisions of 5 CCR Section 11969.8 shall not apply to this Agreement, and the District shall not be entitled to assess any over-allocation penalties against the Charter School during the Term of this Agreement. Revised language to match that of the 2020-2025 facilities use agreement for this section.

1.10. **Health and Safety Directives Compliance**. Charter School shall comply with all health and safety-related directives issued by the State of California, the State Board of Education, the State Superintendent of Public Instruction, the County of Santa Clara, and other state or local agency with jurisdiction over public school programs at the Site (including the District), with regard to the operation of its educational program on the Site, Charter School shall have sole responsibility for compliance with all government orders for its operations, students and personnel at the Site, and shall work cooperatively with the District and other occupants on the Site to coordinate such measures if necessary.

1.11. **Dedicated Space**. The District hereby grants to Charter School during the Term the exclusive use of the "Dedicated Space" identified in the Site Plan attached as **Exhibit "A"** hereto ("Site Plan"), which shall include dedicated and exclusive use of the following classrooms: **PF2, PF3, PF4, PF5, PF6, PF7, PF8, PF9, PF10, PF11, PF13, PF14, PF15, PF16, PF17, PF18, PF19, PF20, PF21, PF22, PF 23, P1, P2, P3, P4** (referred to for convenience as a "Classroom" or "Classrooms"), **PF12** one (**1) set of restrooms to accommodate the Charter School's students and staff,** and **PF3** restroom/servery, all of which are located on the Site in the area shown on the Site Plan. The Dedicated Space shall be used by the Charter School solely for the purposes, and on the terms and conditions set forth herein. During the Term, Charter School shall have access to the Dedicated Space in accordance with the map attached as **Exhibit "C".** Revised to remove PF0 and PF1 from dedicated classroom portables, revised PF12 to restroom, and added PF3 restroom/servery.

1.12. Under force majeure circumstances (for example, fire, flooding, other natural disaster), the District reserves the right to alter and/or modify assigned dedicated classroom space, as needed.

1.13. **District Improvements**. The District shall make the following improvements to the Dedicated Space in connection with Charter School's use and occupancy of the Dedicated Space: None.

1.14. **Alterations and Capital Improvements**. Except as provided herein, Charter School shall not make any alterations, additions or improvements to the Dedicated Space or to any portion of the High School Site without the prior written consent of the District, which consent shall not be unreasonably withheld, except that the District hereby grants preliminary approval solely and specifically to the scope of work outlined in the "Facility Improvement Plan Narrative" attached hereto as **Exhibit "D"**, provided that as to any and all of the projects and alterations outlined on **Exhibit "D"**, Charter School shall comply with the provisions and process of this Section 1.14 prior to the commencement of any work, except that the District's approval for the work in **Exhibit "D"** shall not be unreasonably delayed or withheld. At least 20 days prior to the commencement of any approved alterations, additions or improvements, Charter School shall provide to District satisfactory proof of insurance for all contractors, and subcontractors and design professionals as set forth in Exhibit E.

The District reserves all rights of discretionary approval, which approval shall not be unreasonably withheld or delayed. Charter School shall comply with the provisions and process of this Section 1.14 prior to the commencement of any work, except that the District's approval for the work in **Exhibit "D"** shall not be unreasonably delayed or withheld.

Charter School shall submit a written request to make alterations or capital improvements to the Director of Facilities, Maintenance, and Operations with a copy to the Associate

Superintendent of Business Services and Senior Manager of the Bond Program, provided that no alterations to the structural components or electrical, mechanical or plumbing infrastructure of the Dedicated Spaces or the High School Site by Charter School shall be allowed unless required by the improvements identified by the Charter School in **Exhibit "D"** and approved by the District. The Charter School shall be responsible for all costs and expenses associated with the capital improvements within the Dedicated Space and, to the extent directly impacted by the capital improvements within the Dedicated Space, adjacent and mutually agreeable locations.

The written request for approval shall at a minimum include the following:

(1) A narrative description of the proposed alterations and proposed plans and specifications from which the District can determine and review the scope of proposed alterations;

(2) The name of licensed and/or registered design professional that will be in general responsible charge of ensuring the alterations are made in compliance with Title 24, including any required reviews and certifications by Division of the State Architect.

(3) The proposed construction and work schedule and work hours.

If District does not respond in writing within forty-five (45) days of receipt of the written request, then Charter School's request shall be deemed approved. The District may approve or disapprove the proposed alterations in the District's sole and absolute discretion. If the alterations are approved, then Charter School shall be solely responsible for the performance and completion of the alterations.

Once approved, all work shall be subject to the following requirements:

(1) The District shall exempt Summit from local jurisdiction and all work performed by the Charter School pursuant to this Section 1.14 shall be subject to review and approval of the Division of the State Architect ("DSA"). The District shall make formal application through the creation of a PTN number to DSA on Summit's behalf for all work to be performed pursuant to this Section 1.14.

(2) The District shall provide Summit all documentation regarding the history, in-plant reports, and DSA certification numbers of the portables currently on site.

(3) If required by state law or regulation, Charter School shall contract with a licensed California architect to prepare plans, schematic drawings, construction documents, and all other documents necessary to complete the design and construction of the work and any associated landscaping, hardscaping, and fences.

(4) If required by State law or regulation, all work shall be performed only by contractors licensed in California (including the prime or subcontractors of any kind), who shall be appropriately licensed for the work to be performed. Charter School shall enter into written contracts with licensed general contractor(s) and subcontractor(s) to construct the improvements for the Dedicated Space in accordance with the approved AIA document as amended from time to time and scope of work approved by DSA in compliance with all applicable laws.

(5) The licensed and/or registered design professional in charge shall ensure that the alterations and improvement performed by Charter School are performed in compliance with Title 24, including any required reviews and certifications by Division of the State Architect, and shall account for conflicts and/or impacts to HVAC, lighting, power, fire alarm, security and other systems at the High School Site.

(6) Charter School shall, prior to awarding a construction contract, provide construction documents and drawings and a safety plan, staging plan, and construction schedule to the District for review and written approval by the Director of Facilities, Maintenance, and Operations or designee. District shall have ten (10) business days to review and approve/disapprove the proposed plans and submittals. If District does not respond in writing within such ten (10) business day period, then Charter School's submittal shall be deemed approved.

(7) All construction work shall comply with Charter School's then-current bidding and procurement policies and all applicable state and federal law, and shall be subject to the District's Project Labor Agreement. All construction work shall be performed by licensed and bonded contractors in accordance with the District's Project Labor Agreement.

(8) All contractors shall maintain and provide proof of minimum levels of workers compensation and liability insurance consistent with District's construction requirements (see Exhibit E).

(9) All work shall be performed in a workmanlike manner and shall be subject to all applicable laws and requirements, including DSA interpretation of building codes.

(10) Charter School shall be and remain responsible for the immediate repair and correction of all damage to adjacent District facilities resulting from construction.

(11) During the performance of any work of approved alteration the District shall have the right to inspect the performance of such work upon reasonable notice to Charter School.

(12) The work shall be completed in a timely manner according to the approved plans and specifications, as amended and approved, from time to time.

(13) The performance of the work shall at all times be under the review and inspection of a certified project inspector.

(14) During construction, Charter School shall direct its contractors and all subcontractors to park all construction-related vehicles at locations mutually agreed to by District and Charter School. District and Charter School agree to meet and confer to designate a parking area on the High School Site for construction-related vehicles, or legally on the neighboring streets if such location is not in the parking lot(s) or other areas on District's existing school site.

(15) Charter School shall require that each of its contractor(s) post a duly authorized performance bond ("Performance Bond") equal to one hundred percent (100%) of the contract price for the work. The Bond shall name Charter School as beneficiary and obligee. The surety used for the Bond submitted by Charter School shall be an admitted surety insurer as defined by Code of Civil Procedure Section 995.120. The Performance Bond shall remain in full force until one (1) year after completion of the Work.

(16) Charter School shall require that each of its contractors post a duly authorized labor and materials payment bond ("Payment Bond") in an amount at least equal to one hundred percent (100%) of the contract price for the work as security for payment of persons performing labor and/or furnishing materials in connection with the work. The surety used for the Bond submitted by Carter School shall be an admitted surety insurer as defined by Code of Civil Procedure Section 995.120. The Payment Bond shall remain in full force until one (1) year after completion of the work. The Payment Bond shall name

Charter School as beneficiary and obligee.

(17) Charter School shall not suffer or permit to be enforced against any portion of the High School Site any mechanics, contractor's, or subcontractor's liens, stop notices or any claim for damages arising from the work; provided, however, that Charter School shall not be required to pay or otherwise satisfy any claims or discharge such liens so long as Charter School, in good faith and at its own expense, contests the same or the validity thereof by appropriate proceedings and posts a bond or takes other steps acceptable to District that remove such lien or stay enforcement thereof. Charter School shall give District ten (10) days prior written notice before commencing any work on the High School Site so that District may post such notices of non-responsibility with respect thereto as District may deem appropriate.

(18) District shall provide to Charter School not less than 60 (sixty) days in advance of the effective date of this Agreement (i) all DSA certifications and/or approval for each Classroom, including but not limited to PF13, PF14, PF15, PF16, PF17, PF18, PF19, PF20, and, PF 21, confirming that it is approved as a permanent building and in compliance with all applicable DSA regulations and applicable laws and regulations of the State of California and (ii) any and all inspections, maintenance records or reports on the Dedicated Space, including documents relating to HVAC (mechanical), electrical, and plumbing systems, and the roofs within the Dedicated Space from May 1, 2019 to date. District acknowledges that Charter School has an obligation to perform due diligence with respect to buildings within the Dedicated Space for purposes of verifying compliance with DSA requirements. District agrees that, upon reasonable prior notice to District, Charter School will be permitted to request and receive from the District, and make copies of DSA documents relating to the buildings, including certifications and close of file letters, if, after Charter School's reasonable inquiry, such information is not available from DSA. In the event Charter School finds, after reasonable inquiry, that a Classroom has not received a DSA certification or close out letter, District shall promptly undertake, at its sole cost and expense, all necessary steps to obtain such DSA certification and close-out letter. District shall deliver the HVAC systems serving the Dedicated Space, in good working order at the commencement of this Agreement and shall repair, maintain and/or replace the HVAC systems, as necessary, to keep same in good working order during the first (1st) year of the initial Term of this Agreement. Subsequent to the effective date of this Agreement, Charter School shall timely submit all required DSA certifications with a copy to the District.

(19) District shall represent that, as of the effective date of this Agreement, the District has not received any written notice of any violation of any statute, code, regulation, ordinance or rule of any governmental agency with respect to the Dedicated Space.

(20) Upon completion of construction, coordinate District Facilities Department review and approval of construction workmanship within twenty (20) business days. If District does not conduct its review within such twenty (20) business day period, then the workmanship shall be deemed approved, provided that nothing herein shall release Charter School or any person from liability to the District for defects or claims arising out of or in connection with the work, including but not limited to claims for latent defects.

(21) Upon completion of construction, provide as-built construction documents to the District Facilities Department for its records.

(22) Upon completion of construction, provide copies of all correspondence, meeting notes, forms, reports, and any other documentation provided to and received from Division of the State Architect pertaining to the construction and alterations.

(23) Upon completion of construction Charter School shall promptly and timely obtain DSA closeout of the project and shall promptly provide the District with a copy of the closeout letter.

(24) Upon termination of occupancy or expiration of this Agreement, restore facilities to a reasonably similar condition to that which existed at the commencement of this Agreement, as improved from time to time in accordance with Section 1.14 hereof and **Exhibit "D"** hereto, reasonable wear and tear excepted, except that no later than one hundred twenty (120) days prior to the expiration of this Agreement District shall have the option to notify Charter School of District's election to accept return of the facilities and premises with the alterations in their then-existing improved condition, reasonable wear and tear excepted, except for those facilities which are not owned by the Charter School, and Charter School shall transfer full and unencumbered title and ownership of all alterations and improvements to the District. Notwithstanding the foregoing, the Charter School shall not have the obligation to remove the **Exhibit "D"** improvements, but may do so at its election.

Charter School may, at its sole cost and expense, make other physical alterations to the Dedicated Space that are temporary, nonstructural, decorative, or cosmetic in nature (including hanging bulletin boards, hanging murals, and other paintings). Charter School may paint the interior of the Dedicated Space. All paint shall be in accordance with District standards. All work shall be performed in a professional and workmanlike manner. At the expiration of the term of this Agreement or the Termination hereof, the Classroom buildings shall be returned to the District in their original condition and color, ordinary wear and tear excepted. Revised language to match that of the 2020-2025 facilities use agreement for this section.

1.15. **Telecommunications**. The Dedicated Space shall be wired for telephone and computer data connectivity. The District shall place one (1) telephone unit in each classroom and the District shall provide up to three (3) telephones in the buildings designated for office/administrative uses. The telephones shall be connected to the District's phone server with a main telephone number separately listed from that of the District and with access to the District's voicemail system. Charter School shall reimburse the District for the cost of installation of all such telephone lines. Charter School may install an automated reception function into the Charter School telephone system at Charter School's expense. Charter School shall reimburse the District for the actual cost of Charter School telephone usage in accordance with the reimbursement process set forth in Section 3.2.

1.16. **Information Technology**. The District shall allow Charter School to access the District's technology infrastructure sufficient to operate Charter School's own server and local area network for personal computers, and to allow for internet connectivity. As a condition to using the District's technology infrastructure, Charter School agrees to comply with the District's internet policies and security requirements.

1.17. **Furnishings/Equipment.** The District shall equip each classroom in the Dedicated Space with fixtures and furniture (such as whiteboards, chairs, and desks) that are reasonably equivalent to that provided to the District students. The District shall equip the Administration building(s) with reasonably equivalent desks, chairs, and shelves as reasonably requested by Charter School. The District shall install partitions in the Administration building as jointly determined by Charter School and the District. All equipment, fixtures and furnishings shall remain the property of the District.

1.18. **Fencing and Signage**. Upon the District's consent, which shall not be unreasonably withheld, Charter School shall be permitted to: (1) install and maintain planters, or other barriers (in compliance with applicable building and fire codes) around the Dedicated Space at Charter School's cost, in order to create a sense of community for the Charter School area, and (2) place (1) sign identifying the Charter School's program at a location of mutual agreement on the Site at or near the Dedicated Space and facing the street. For purpose of this provision, "sign" includes banners, flags, posters, and any other sign. Charter School shall be solely responsible for all costs of the signs, including installation and removal.

1.19. **Security**. The Dedicated Space shall be individually keyed and wired to a separate alarm system. The District shall securely maintain a master key for the Dedicated Space for security and emergency purposes. Charter School shall be responsible for costs incurred due to false alarms, security breaches, including any resulting vandalism and property damage, and costs for re-keying or replacement keys that are related to the Dedicated Space. Charter School shall operate a closed campus and reasonably cooperate with the District on security issues.

1.20. **Storage.** The District shall provide a secured storage space for Charter School of at least one hundred and sixty (160) square feet in an area located on the Site in reasonable proximity to the Dedicated Space.

1.21. **Bell Schedule/Alarms/Announcements.** It is recognized that Charter School will have a separate bell schedule from the District's programs at Charter School's cost and without disruption to the operations of the District's programs. The District shall maintain any existing separate bell/intercom system in the Dedicated Space for use by Charter School. In addition, the Dedicated Space shall have a separate alarm schedule or access panel and the District's intercom system shall not be broadcast in the Dedicated Space except for emergency messages. Keys provided to the District shall include access to the alarm schedule or access panel.

Charter School shall submit its bell schedule to the District and Site administrative team as follows: (1) No later than May 1 of each calendar year for the first semester of the new next instructional year (August 1 – December 31); (2) no later than October 1 for the remainder of the instructional year (through May 30). Notice of any changes to the bell schedule provided to the District and Site administrative team shall be provided no later than (10) business days before implementation of the change.

1.22. **Student and Facilities Supervision.** Charter School shall provide adequate supervision and monitoring of its students and visitors and other invitees at all times while on the Site, including before-school and after-school hours, and during weekends when school-related activities are being conducted. The Dedicated Spaces and Shared Spaces shall not be used at any time except under the direct supervision of Charter School employees. Charter School shall at all times monitor its students' conduct and implement guidelines of acceptable community conduct and behavior to prevent and minimize disruptions to the Site. The District reserves the right to require Charter School to provide additional supervision and monitoring of Charter school students.

2. Shared Space

2.1. The District hereby grants to Charter School nonexclusive shared use of the following "Shared Space" located on the Site solely for the purposes set forth in the Charter School's Charter and on the terms and conditions set forth herein. Time allocations and schedules for use of all Shared Space shall be specified in a set schedule to be determined by the Charter School and Site Principal and her/his designee at time periods specified herein so that the educational programs of the Charter School are least disrupted.

2.2. **Common Hallways and Walkways**. The District shall allow Charter School students, staff, faculty and visitors to use common hallways and walkways, to the extent necessary, for ingress and egress to the Dedicated Space described herein. Charter School use of the common hallways and walkways shall be pursuant to a set schedule determined by Charter School and Site Principal and her/his designee and under the supervision of a Charter School employee(s) adequate to ensure no disruptions to campus operations.

2.3. **Parking and Pedestrian Route**. Charter School staff, faculty, students, contractors and visitors shall park in the shared use parking and use the assigned pedestrian route as shown on **Exhibit "A"** hereto. The District reserves the right to alter and/or modify the parking area and pedestrian route, as needed. Additionally, the District may require the Charter School to place identifying placard authorizing vehicle to park in the parking area(s) on the Site.

2.4. **Library**. The District shall allow Charter School to schedule supervised student use of the Site Library. All such use shall at all times be supervised by appropriate Charter School employee(s). Use of the Library shall be scheduled to equitably accommodate both District and Charter School students in amounts commensurate with the Charter School's total in-District Charter School students at the Site in proportion to the total number of District students attending District programs on the Site. Charter School and Charter School students desiring to check-out books and other materials shall be subject to reasonable rules and procedures as developed by District. Charter School shall at all times remain responsible for all damaged, lost or stolen books or materials.

2.5. **Auditorium/Theater/Multi-Purpose Room**. The District shall allow Charter School to schedule supervised student use of the Site Auditorium, Theater, and Multi- Purpose Room, if such facilities exist at the Site. All such use shall at all times be supervised by appropriate Charter School employee(s). Charter School shall coordinate with the Site Principal and her/his designee on scheduling its use of these facilities so as to equitably accommodate Site and Charter School students in amounts commensurate with the Charter School's total in-District Charter School students at the Site in proportion to the total number of District students attending District programs on the Site. Use of the Theatre facilities shall be conditioned upon Charter School providing the Site Principal or designee with proof of appropriate certification and training of Charter School employees in connection with the Theatre lighting, sound and electrical and stage systems, or Charter School contracting with a District-approved third party certified in operating such theater lighting, sound and electrical and stage systems.

2.6. **Athletic Facilities**. The District shall allow Charter School to schedule supervised student use of the High School Site gymnasium, locker room, swimming pool, tennis courts, athletic fields, basketball court, soccer field, and blacktop space, if such facilities exist at the Site, to support Charter School's Physical Education curriculum and organized interscholastic Charter School practices and competitions sanctioned by Private School Athletic League (PSAL), or Blossom Valley Athletic League (BVAL), in connection with Charter School's academic program. All other uses shall be reserved and scheduled in accordance with the District's facilities use process and procedures. Charter School will have its own Physical Education programs and will operate its own interscholastic teams, except that Charter School shall not operate more than two (2) boys teams and two (2) girls teams during each of the three athletic seasons (i.e. fall, winter, and spring of each school year) on the Site. Charter School shall coordinate with the District to schedule its use of the gymnasium, locker room, swimming pool, tennis court, and additional athletic facilities so as to equitably accommodate Site and Charter School students in amounts commensurate with the Charter School's total in-District Charter School students at the Site in proportion to the total number of District students attending District programs on the Site.

Charter School shall coordinate with the District to schedule its use of the gymnasium, locker room, swimming pool, tennis court, and additional athletic facilities so as to equitably accommodate High School Site and Charter School students. To the extent the District has scheduled use of an athletic facility prior to a request by the Charter School to use such athletic facility on such date and time (each, a "Scheduled District Use"), Charter School acknowledges and agrees that the Scheduled District Use shall have priority over the Charter School's requested use. All such uses shall at all times be supervised by appropriate Charter School employee(s).

The Charter School shall coordinate and schedule use of Athletic Facilities with the Site Principal and her/his designee. Charter School shall submit requested use times of such facilities to the Site administrative team as follows: (1) No later than August 1 of each calendar year for fall sports; (2) no later than October 1 for winter sports; and (3) no later than January 10 for spring sports. Revised to change athletic facilities scheduling from semester to seasons, fall, winter and spring sports.

2.7. **Dining Area.** The District shall allow Charter School to schedule supervised student use of the Site dining area in amounts commensurate with the Charter School's total in-District Charter School students at the Site in proportion to the total number of District students attending District programs on the Site. All such uses shall at all times be supervised by appropriate Charter School employee(s).

2.8. **Restrooms**. The District shall allow Charter School staff and faculty to use the Site's employee restrooms, and Charter School students, faculty, staff and visitors to use the

District student restrooms located on the Site during school hours. Access to such facilities by students during the instructional day shall at all times be monitored by appropriate Charter School employees. In the event that Charter School has assigned dedicated restrooms, dedicated student restrooms are considered for exclusive use of Charter School students, whereas, dedicated staff and faculty restrooms are for the use of both Charter School and District staff and faculty at the Site.

2.9. **Scheduling Use of Shared Spaces and Clean Up of Shared Spaces**. Except as otherwise specified herein, the Charter School principal or designee and the Site Principal or designee will meet before the start of each school year, and review their upcoming school year schedules with each other, and shall work together in good faith to eliminate or minimize scheduling conflicts, and to determine schedules for usage of Shared Space facilities so as to equitably accommodate and Charter School students in amounts commensurate with the Charter School's total in-District Charter School students at the Site in proportion to the total number of District students attending District programs on the Site. Charter School shall be responsible for clean-up after each use of any Shared Spaces. District reserves the right to bill Charter School for custodial and maintenance services required to clean any Shared Space facilities after Charter School use. Charter School may dispute any such billings within fifteen (15) calendar days of receipt. Failure to dispute such billing shall constitute Charter School's agreement to pay such invoice(s) within thirty calendar (30) days.

2.10. **Student Identification Badges.** At Charter School's expense, Charter School students shall wear visible identifications (e.g., common dress, badges or lanyards) ("ID"). The ID issued to Charter School students will permit Charter School students to access the Library, Child Nutrition Services, and other activities in a manner similar to what is permitted for the District students at the Site.

2.11. **Student Discipline.** The District and Charter School will collaborate to resolve any student disciplinary issues that involve students and/or property of both Charter School and the District.

3. Operations & Maintenance

3.1. **General Operations and Maintenance.** Pursuant to Section 11969.4 of Title 5 of the California Code of Regulations, Charter School shall be responsible for ongoing operations and maintenance of the Dedicated Space and furnishings and equipment provided by District. All such operations and maintenance shall be in accordance with District schedules, standards and policies regarding the operations and maintenance of the Site facilities and furnishings and equipment except to the extent that actual current school district practice substantially differs from official policies, in which case the Charter School shall comply district practice. The annual fee is noted in Exhibit "B" Table 1 hereto. The District shall be responsible for ongoing and deferred operations and maintenance. Major maintenance and projects that would have been eligible to be included in the District deferred maintenance plan established pursuant to Education Code section 17582 and in accordance with District schedules and practices shall remain the responsibility of the District. For purposes of this section, "major maintenance" includes the major repair or replacement of plumbing, heating, ventilation, air conditioning, electrical, roofing, and floor systems, exterior and interior painting, and any other items considered deferred maintenance under Education Code section 17582, to the Dedicated Space, but not including any District-approved alterations constructed or installed by Charter School (for which Charter School shall remain solely responsible and liable). All such operations and maintenance shall be in accordance with District schedules and standards. Revised to add annual fee to Exhibit "B" Table 1 and language that of District responsibility for deferred maintenance projects.

3.2. **Utilities**. Charter School shall be solely responsible for the cost of utilities used or consumed by the Charter School on the Site and Facilities, including, if applicable, the cost of telephone and internet access services ("Utilities"). The District shall make reasonable efforts to meter Utilities separately to measure and charge for Charter School's use. Where separate metering is not practical, Charter School shall pay a share of all Utilities costs at the Site in an amount commensurate with the square footage of Dedicated Space used by the Charter School. District will invoice Charter School on a monthly basis for utility costs and will provide copies of utility bills to enable Charter School to verify amounts charged.

3.3. **Food Service**. Charter School shall have the option in each year of the Term to contract with the District for food service. If Charter School chooses to contract with the District for food service, a separate agreement between the District and Charter School will be negotiated and finalized no later than July 1st of each year of the Term. If Charter School chooses to contract outside of the District for food service, a separate agreement between District and Charter School will be negotiated and finalized no later than July 1st of each year of the Term. If Charter School determines that it shall provide its own food service to its students, then use of the Site food facilities shall be subject to Charter School providing proof of ServSafe certification by one or more members of its staff, and all use of such facilities shall at all times be under the supervision of an appropriate Charter School employee.

3.4. **Custodial Services/Landscape Ground Services.** Charter School shall be responsible for all custodial services to all Dedicated Spaces at its sole cost. Custodial and related services provided by the Charter School must meet District standards. In the event that Charter School chooses to contract with the District for any of these services, the charge for these services shall be on a fee-for-service basis. District shall provide custodial and ground services to all Shared Spaces at its sole cost. District shall provide landscape ground services to all exterior spaces at its sole cost.

4. Compliance with Laws

4.1. Charter School agrees to comply with all laws, regulations, public heath orders, and executive orders that apply to its operation of a charter school and its use of the Dedicated Space and Shared Space. In addition, Charter School agrees to abide by all the District policies and regulations that apply to the Charter School regarding the use of the Dedicated Space, the Shared Space and the Site including, but not limited to, the District policies barring the possession or consumption of alcoholic beverages on campus and/or tobacco products on the District's facilities, and necessary fingerprinting and background checks of staff, contractors and volunteers.

4.2. Charter School shall not cause to occur, and shall take reasonable measures to prevent, any activity in or about the Dedicated Space and Shared Space that might impair the proper functioning of the Site or threaten the exterior or structural elements of the Site property, or threaten the health or safety of Charter School students and staff and the students and staff of the Site.

4.3. The District warrants that the Dedicated Space and Shared Space is in compliance, and will remain in compliance during the Term, with all applicable codes, regulations, and laws.

5. Emergency; Partial or Total Destruction of the Dedicated Space

5.1. If the Dedicated Space is totally destroyed (defined as the destruction of more than 50% of the usable Classroom space) through no fault of the District and in connection with Charter School's operations and/or the acts or omissions of Charter School's staff, contractors, students or invitees, then, notwithstanding the availability of insurance proceeds, this Agreement shall be terminated effective the date of the damage. Immediately upon the effective date of the damage, the District will assist in finding a reasonably equivalent school facility as soon as possible so as to avoid any interruption in the educational program of Charter School. If the Dedicated Space is totally or partially destroyed through no fault of the Charter School or its employees, contractors, students or invitees, then District shall promptly repair such facilities or relocate Charter School in alternative replacement facilities. Charter School's pro rata share hereunder shall be proportionally reduced during such periods it is unable to use or occupy and Dedicated Spaces or replacement facilities due to damage or destruction.

5.2. The principal(s) of Charter School and Site shall immediately inform one another or their designees of any health and/or safety emergency on the Site. This includes reports of any serious incident that takes place on the Site campus where the police, fire department or the paramedics are involved, including, but not limited to, incidents of physical or sexual abuse, bomb threats, weapons on the school site, and the sale of narcotics on the Site. Charter School staff, faculty, and students shall cooperate with, and participate in, any lockdowns (to include drills) or exigent security procedures required by the District at the Site.

6. Access

6.1 The District or its agent(s) shall have the right to enter and/or pass through the Dedicated Space or any part thereof with reasonable notice and in a reasonable time and manner;

(a) for the purpose of making repairs in or to the Dedicated Space as allowed by this Agreement, or as required by law or emergency; and

(b) to examine the Dedicated Space during non-school hours, provided that the Principal of Charter School is notified prior to entry, except in cases of emergency, and

(c) for the purpose of administrative oversight, as allowed by law and consistent with the Charter School charter as approved by the District.

Charter School shall provide the District with a copy of all keys to all Dedicated Space and interior locked portions and doors of such Dedicated Space as applicable, to be maintained by the District on its master key list for the Site, so that the District or its agent(s) may access the space for any reason specified in this paragraph.

7. Assignment and Subletting

Charter School shall not assign its rights or delegate its duties under this Agreement or sublet or permit the subletting of the Dedicated Space, Shared Space, or any part thereof.

8. Default: Remedies

8.1. The occurrence of any of the following shall constitute a material breach and default of this Agreement by Charter School:

(a) Any failure by Charter School to make payments required to be paid hereunder (where such failure continues for thirty (30) calendar days after receipt of written notice by the District to Charter School);

(b) The complete abandonment or vacating of the Dedicated Space by Charter School;

(c) A failure by Charter School to observe and perform any other provision of this Agreement to be observed or performed by Charter School, where such failure continues for thirty (30) calendar days after receipt of written notice thereof by the District to Charter School; unless, however, the nature of the default is such that the same cannot reasonably be cured within said thirty (30) calendar day period. Charter School shall not be deemed to be in default if Charter School shall within such thirty (30) calendar day period commence such cure and thereafter diligently prosecute the same to completion.

8.2. If Charter School commits any such material default or breach, then the District may, at any time thereafter without limiting the District in the exercise of any right or remedy at law or in equity which the District may have by reason or such default or breach:

(1) Maintain this Agreement in full force and effect and recover use payments and other monetary charges as they become due, without terminating Charter School's right to use irrespective of whether Charter School shall have abandoned or vacated the Dedicated Space. If the District elects not to terminate the Agreement, then the District shall have the right to use the Dedicated Space or lease or grant occupancy rights in the Dedicated Space at such rent or use fee and upon such conditions and for such a term, and to do all acts necessary to maintain or preserve the Premises as the District deems reasonable and necessary without being deemed to have elected to terminate the Agreement, including removal of all persons and property from the

Dedicated Space; such property may be removed and stored in a public warehouse or elsewhere at the cost of and for the account of Charter School. If any subletting or assignment occurs by Charter school of all or any portion of the Dedicated Space or any other space on the Site, then this Agreement shall terminate automatically without notice by District.

(2) Terminate Charter School's right to possession by any lawful means, in which case this Agreement shall terminate and Charter School shall surrender possession of the Dedicated Space upon ninety (90) calendar days prior written notice. In such event the District shall be entitled to recover from Charter School the remaining balance of pro rata share payments and any unpaid sums for maintenance and/or custodial services and other charges.

Before the District exercises any of its remedies of this, it shall attempt to address Charter School's alleged default through the use of the dispute resolution provision below.

8.3. The District shall not be in default unless the District fails to perform obligations required of the District within a reasonable time, but in no event later than thirty (30) calendar days after receipt of written notice by Charter School to the District specifying wherein the District has failed to perform such obligations; provided however, that if the nature of the District's obligation is such that more than thirty (30) calendar days are required for performance, then the District shall not be in default if the District commences performance within such thirty (30) calendar day period and thereafter diligently prosecutes the same to completion.

8.4. If the District commits any such default, then Charter School may, at any time thereafter without limiting Charter School in the exercise of any right or remedy at law or in equity which Charter School may have by reason of such default:

8.4.1. Terminate the Agreement with no further obligation to the District; or

8.4.2. Maintain the Agreement with the District and pursue damages or other equitable relief in a court of law. If Charter School chooses to pursue the remedy in this section 8.4, then Charter School shall be allowed to place all fees as they come due in a blocked trust account until such time as the District cures the default or the matter is otherwise resolved in a court of law. Before Charter School exercises any of its remedies of this Section, it shall attempt to address the District's alleged default through the use of the dispute resolution provision below.

9. Dispute Resolution

9.1. Disputes between Charter School and the District regarding the alleged violation, misinterpretation, or misapplication of this Agreement shall be resolved using the dispute resolution process identified below.

9.2. The party initiating the dispute resolution process shall prepare and send to the other party a notice of dispute that shall include the following information:

(1) name, addresses and phone numbers of designated representatives of the party;

(2) a statement of the facts of the dispute, including information regarding the parties attempts to resolve the dispute;

(3) the specific sections of the Agreement that are in dispute; and

(4) the specific resolution sought by the party. Within five (5) business days from receipt of the notice of dispute the representatives from Charter School shall meet with representatives from the District in an informal setting to try to resolve the dispute.

9.3. If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven (7) business days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than thirty (30) calendar days after receipt of the request for appointment. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven (7) business days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party in advance of the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by the District and Charter School.

9.4. Either party may seek equitable relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to obtain equitable relief, neither party may commence a civil action with respect to the matters submitted to mediation until after the completion of the initial mediation session, or forty-five(45) calendar days after the date of filing the written request for mediation, whichever occurs first. Mediation may continue after the commencement of a civil action, if the parties so desire.

10. Merger, Modification, Law, Notices, Invalid Provisions

10.1. This Agreement contains the sole and entire Agreement and understanding of the Parties. Any and all prior writings, agreements, including, without limitation, oral communications, discussions, negotiations, commitments and understandings relating thereto, are hereby merged herein and superseded hereby.

10.2. This Agreement may only be changed or modified by written agreement signed by the Parties expressing an intent to modify this Agreement.

10.3. This Agreement shall be governed by and construed according to the laws of the State of California.

10.4. All notices required to be given hereunder shall be in writing and served by U.S. Mail postage prepaid or national overnight courier service, with a copy sent by email. Either party may provide updated contact information under this Section by mailing a copy of said change of address/contact information to the addresses noted below.

Notice to the District shall be addressed to:

Tom Huynh
Associate Superintendent, Business
East Side Union High School District
830 North Capitol Avenue
San Jose, CA 95133

FOR IMMEDIATE ATTENTION
Email Address: huynht@esuhsd.org

With a copy to the following:

Matt Sidlauskas
Director of Facilities, Maintenance & Operations
East Side Union High School District
830 North Capitol Avenue
San Jose, CA 95133

FOR IMMEDIATE ATTENTION
Email Address: sidlauskasm@esuhsd.org

Julio Lucas
Senior Manager of the Bond Program
East Side Union High School District
830 North Capitol Avenue
San Jose, CA 95133

FOR IMMEDIATE ATTENTION
Email Address: lucasj@esuhsd.org

Notice shall be given to Charter School at the following address:

Jonathan Stewart
Executive Director
Summit Public School: Tahoma
285 Blossom Hill Road
San Jose, CA 95123

Email Address: jstewart@summitps.org

With a copy to:

Felix Li
Chief Operations Officer
Summit Public Schools
780 Broadway
Redwood City, CA 94603

Email Address: fli@summitps.org

11. Insurance; Hold Harmless; Indemnity

11.1. **Insurance.** Throughout the term of this Agreement Charter School shall maintain general liability insurance, including automobile coverage, in an amount as may be reasonably necessary to assure compliance with the indemnification provision, herein below. Such insurance shall be in an amount of not less than two million dollars ($2,000,000.00) combined single limit for bodily injury and property damage as a result of any one occurrence for the term of the Agreement. The District and its Board members and employees shall be named as additional named insureds under such insurance policy/policies. Charter School shall at all times maintain workers' compensation insurance in such amounts as required by law. All insurance policies/coverage shall be with companies approved by the District, which approval the District agrees not to unreasonably withhold. On or before July 1, 2025, Charter School shall provide to District certificates evidencing the required insurance for the term hereof, which certificates shall also specify that such policy/policies shall not be cancelled or modified except upon thirty (30) calendar days prior written notice to District. Charter School shall remain solely responsible for insuring its own property and equipment. Charter School shall provide District with copies of policy renewal certificates not less than thirty (30) calendar days prior to the scheduled expiration of any insurance required hereunder. Revised to change date to July 1, 2025.

11.2. **Indemnification.** Charter School shall indemnify, defend (with counsel reasonably acceptable to District), and hold harmless the District and its officers, agents, employees, Board Members and volunteers from and against any and all claims, damages and losses of any kind, including but not limited to personal injury and/or property damage, arising from or in connection with Charter School's use of or operations upon the Site and the Dedicated Space and Shared Space and all equipment, fixtures and furniture provided by the District, or breach of this Agreement, by Charter School and its employees, agents, contractors, students, volunteers and invitees, except to the extent such claims, damages and losses are caused by or the result of the gross negligence or intentional reckless acts of District.

District shall indemnify, defend (with counsel reasonably acceptable to Charter School), and hold harmless Charter School and its officers, agents, employees, Board Members and volunteers from and against any and all claims, damages and losses of any kind, including but not limited to personal injury and/or property damage, arising from or in connection with District's use of or operations upon use of Dedicated Space and the Shared Space or breach of this Agreement by the District and its employees, agents, contractors, students and invitees, except to the extent such claims, damages and losses are caused by or the result of the gross negligence or intentional reckless acts of Charter School or its employees, agents, volunteers, contractors or Board Members. The terms of this Section 11.2 shall survive the expiration or earlier termination of this Agreement.

12. Independent Status

This Agreement is by and between two independent entities and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association.

13. Entire Agreement of Parties

This Agreement, together with its attachments, including the Portables Lease attached as Exhibit B, constitutes the entire agreement between the Parties with regard to the Charter School's use of the Site and supersedes all prior discussions, negotiations and agreements, whether oral or written. In the event of a conflict between this Agreement and the Charter or between this Agreement and the Memorandum of Understanding between the Parties, this Agreement shall control. This Agreement may be amended or modified only by a written instrument executed by the Parties and approved by the District's Board of Trustees.

14. California Law/Venue

This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Santa Clara County, California.

15. Waiver

The waiver by any Party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

16. Successors and Assigns

This Agreement shall be binding upon and inure to the benefit of the Parties hereto and their respective heirs, legal representatives, successors, and assigns.

17. Captions

The captions contained in this Agreement are for convenience only and shall not in any way affect the meaning or interpretation hereof nor serve as evidence of the interpretation hereof, or of the intention of the parties hereto.

18. Severability

Should any provision of this Agreement be determined to be invalid, illegal, or unenforceable in any respect, such provision shall be severed and the remaining provisions shall continue as valid, legal, and enforceable.

19. Incorporation of Recitals and Exhibits

The Recitals and each exhibit attached hereto are incorporated herein by reference.

20. Authority

Each person below warrants and guarantees that she/he is legally authorized to execute this Agreement on behalf of the designated entity and that such execution shall bind the designated entity to the terms of this Agreement subject to ratification by the Parties respective governing boards.

21. Subject to Ratification

This Agreement is subject to the approval/ratification of both the District's Board and the Charter School Board of Directors.

22. Counterparts

This Agreement may be executed in counterparts and be as valid and binding as if all Parties signed the same copy. Signature of copies of this Agreement transmitted by facsimile or electronic mail, and/or signed electronically by either/both Parties, shall have the same force and effect as signature of the original.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement effective on November 6, 2025.

EAST SIDE UNION HIGH SCHOOL DISTRICT

Tom Huynh (05/07/2026 17:46:30 PDT)

Date Signed: 05/07/2026

Tom Huynh
Associate Superintendent, Business Services

SUMMIT PUBLIC SCHOOLS, on behalf of SUMMIT PUBLIC SCHOOL: TAHOMA

Date Signed: 05/13/2026

Jonathan Stewart
Executive Director

Board Approved on: November 6, 2026
East Side Union High School District

EXHIBIT A: SITE PLAN



Exhibit B: Annual Facilities Specifications

This Exhibit defines the facilities dedicated space, cost and contracted services for each year of the Term of the Agreement between Charter School and the District. This Exhibit "B" will be reviewed and revised by April 30 of each year of the Term of this Agreement. Revised language to match that of the 2020-2025 facilities use agreement to align with CPI rent rather than Prop 39 pro rata.

1.0 Rent for Year 1 of the Term

1.1 Dedicated Space: $8.60 per sq. ft.

1.2 Ground Rent: $1.00 per sq. ft.

2.0 Operations & Maintenance

2.1 Maintenance & Operations: $3.00 per sq. ft.

3.0 Shared Space

3.1 PARKING: The District will provide Charter School with the shared parking area shown on Exhibit "C" for Charter School staff and visitors on the Site. Revised to change Exhibit to "C".

EAST SIDE UNION HIGH SCHOOL DISTRICT

SUMMIT PUBLIC SCHOOL: TAHOMA

Facility Fees

EXHIBIT B: TABLE 1

2025-26

ESTIMATE

FACILITY: OAK GROVE HIGH SCHOOL

Total Number of Classrooms		24
Restroom Portable		2
Total Charter Site Sq Ft		23,280
Pro Rata per Bay Area CPI Index	**$**	**8.60**
Operations and Maintenance	**$**	**3.00**

	Annual	Per Month
Operational Fee		
Dedicated @ $8.6		
23280 sq ft	$ 200,208.00	$ 16,684.00
Ground Rent @ $1.00		
960 sq ft	$ 960.00	$ 80.00
Operations & Maintenance @ $3.00		
23280 sq ft	$ 69,840.00	$ 5,820.00
TOTAL FACILITY FEES	**$ 271,008.00**	**$ 22,584.00**

The Charter School shall pay 1/12 of the yearly Rent amount to the District on the first day of each month commencing July 1.

On July 1 of each year of the Term, commencing on July 1, 2021, the Rent shall increase by the increase in the Consumer Price Index ("CPI") published by the Bureau of Labor Statistics in February of each year for the San Jose–Sunnyvale–Santa Clara Metropolitan Statistical Area; provided, however, that each yearly increase shall be a minimum of one percent (1%) and shall not exceed five percent (5%). The District shall provide to Charter School an updated Exhibit "B" no later than April 1st each calendar year during the Term hereof for the next following school year, if applicable, to reflect any adjustments to the Rent. Such updated Exhibit "B" shall be effective July 1 of the subsequent school year.

The Charter School will also pay $1.00/square foot per year as rent for the ground upon which the Charter School places any additional portable buildings on the High School Site pursuant to Section 2.4 hereof.

EXHIBIT C: DEDICATE SPACE & SHARED PARKING

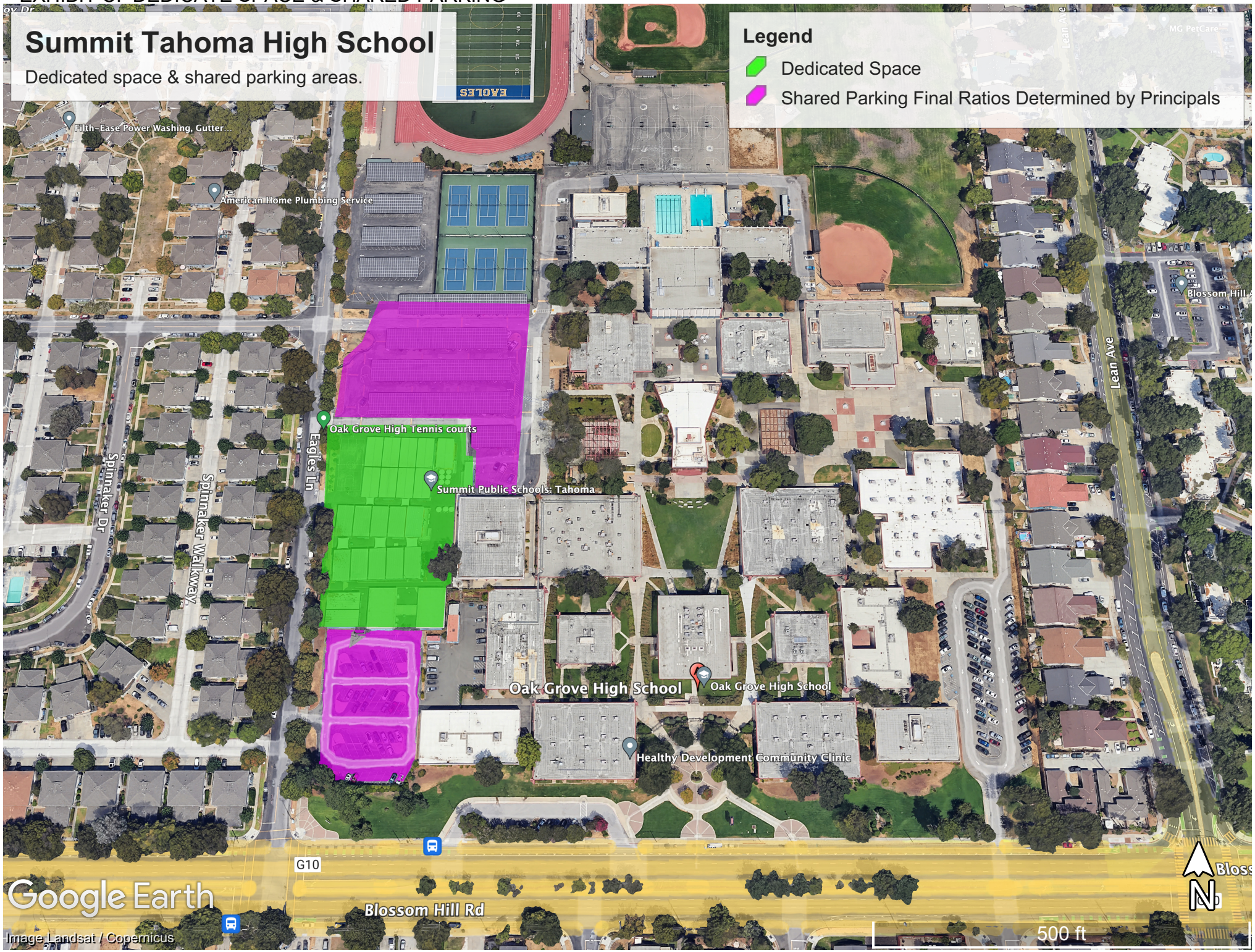


Exhibit D: Facility Improvement Plan

ITEM	SCOPE	TIMING
PF16	Convert classroom to servery and bathroom	Phase 1
PF14	Convert classroom into stem lab	Phase 1
Utility Work	Underground water/sewer/storm related to servery, STEM lab and bathroom	Phase 1
PF TBD	Remove buildings to create open space	Phase 1/ Phase 2
New Fencing	Secure new perimeter of campus	Phase 1
New Ground Exterior Signage	Pole monument sign to identify campus	Phase 1
New Door and Directional Signage	Way finding and new brand identification	Phase 1
PF15	Convert classroom into stem lab	Phase 2
PF17	Convert classroom into new front office	Phase 1/2
PF0	Convert classroom to student resource center	Phase 2
Shade Structure	Install shade structure for open space	Phase 2

Exhibit E: Insurance

In the event any addition, alteration or improvement is approved by District, Charter School Agrees that it shall require each construction contractor, subcontractor and design professional (collectively, "Contractor") to provide at least the minimum insurance coverage described below.

A. Minimum Scope of Insurance

Contractor's Coverage shall be at least as broad as:

1. The coverage described in Insurance Services Office Form Number GL 0002 (Ed. 01/96) covering Commercial General Liability together with Insurance Services Office Form Number GL 0404 covering Broad Form Comprehensive General Liability; or that described in Insurance Services Office Commercial General Liability coverage ("occurrence") Form Number CG 0001 (Ed. 01/96), including X, C, U (Explosion, Collapse and Underground) coverages; and
2. The coverage described in Insurance Services Office Form Number CA 0001 (Ed. 12/93) covering Automobile Liability, Code 1 "any auto", or Code 2 "owned autos" and Endorsement CA 0025. Coverage shall also include Code 8 "hired autos" and Code 9 "non-owned autos"; and
3. Workers' Compensation insurance as required by the California Labor Code and Employers Liability insurance; and
4. Professional Liability Errors and Omissions Insurance (design professional only).

B. Minimum Limits of Insurance

Contractors shall maintain coverage limits no less than:

1. Commercial General Liability: $2,000,000 per occurrence for bodily injury, personal injury and property damage. If Commercial Liability Insurance or other form with a general aggregate limit is used, either the general aggregate limit shall apply separately to this project/location or the general aggregate limit shall be twice the required occurrence limit; and,
2. Automobile Liability: $1,000,000 combined single limit per accident for bodily injury and property damage; and,

3. Workers' Compensation and Employers' Liability: Workers' Compensation limits as required by the California Labor and Employers Liability limits of $1,000,000 per accident; and,
4. Professional Liability Errors and Omissions insurance $2,000,000 per occurrence; and,

C. Deductibles and Self-Insured Retentions

Any deductibles must be declared to, and reasonably approved by District's Associate Superintendent for Business Services or designee. At the option of Charter School, either: the insurer shall reduce or eliminate the amount of any reasonably disapproved deductibles; or Charter School shall require its construction contractors to procure a bond guaranteeing payment of losses and related investigations, claim administration and defense expenses in an amount specified by the District's Superintendent or designee.

D. Other Insurance Provisions The policies are to contain, or be endorsed to contain, the following provisions:

1. Commercial General Liability and Automobile Liability Coverages

a. District, and its officers, Trustees, employees, agents and contractors are to be covered as additional insureds as respects: liability arising out of activities performed by or on behalf of Contractor; products and completed operations of Contractor; premises owned, leased or used by Contractor; and automobiles owned, leased, hired or borrowed by Contractor. The coverage shall contain no special limitations on the scope of protection afforded to the District, Charter School, their officers, Trustees, employees, agents and contractors.

b. The Contractor's insurance coverage shall be primary insurance as respects the District, Charter School, their officers, Trustees, employees, agents and contractors. Any insurance or self-insurance maintained by District or its officers, Trustees, employees, agents or contractors shall be excess of Contractor's insurance and shall not contribute with it.

c. Any failure of Contractor to comply with reporting provisions of the policies of Contractor shall not affect coverage provided to the District or its officers, Trustees, employees, agents, or contractors.

d. Coverage shall state that Contractor's insurance shall apply separately to each insured against whom claim is made or

suit is brought, except with respect to the limits of the insurer's liability.

2. All Coverages

Each insurance policy required by this Agreement shall be endorsed to state that coverage shall not be suspended, voided, canceled, or reduced in limits except after thirty (30) days' prior written notice has been given to the District and Charter School.

E. Acceptability of Insurers

Insurance is to be placed with California Charter Schools Joint Powers Authority (doing business as CharterSafe) or another insurer acceptable to District's Associate Superintendent for Business Services or other designee, who shall not unreasonably withhold, delay, or condition his/her consent, provided, that such provision is reasonably commercially available on selected insurance.

F. Verification of Coverage

The Contractor shall furnish the District and Charter School with certificates of insurance. The certificates and endorsements for each insurance policy are to be signed by a person authorized by that insurer to bind coverage on its behalf.

Proof of insurance shall be mailed to the following addresses or any subsequent addresses as may be directed in writing by District's Associate Superintendent for Business Services or other designee and transmitted via email as directed by the Associate Superintendent for Business Services of the District or Senior Director of Real Estate and Facilities of the Charter School:

SUMMIT PUBLIC SCHOOLS
Senior Director of Real Estate & Facilities
780 Broadway
Redwood City, California

EAST SIDE UNION HIGH SCHOOL DISTRICT
Associate Superintendent of Business Services
830 N. Capitol Avenue
San Jose, CA 95133

With a copy to the Superintendent at the same address

Appendix

DD

Founding Group

This list represents the official founding group of Summit Public School: Tahoma and is included as this group was listed in the original charter petition.

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

Chief Executive Officer, Summit Public Schools: Diane Tavenner
Expertise: Curriculum, instruction, assessment, organization, governance, and administration
Education and Experience:

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

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

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

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

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

Chief Financial Officer, Summit Public Schools: Isabelle Parker
Expertise: Finance, business management, organization and administration
Education and Experience:

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

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

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

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

Vice President of Leadership, Summit Public Schools: Yvette Sarnowski
Expertise: Curriculum, instruction, assessment, organization, governance, and administration
Education and Experience:

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

She also served as Director, Program in International & Multicultural Education, California State University, Stanislaus. Her work assisted classroom teachers in learning to be effective with diverse student populations. This included the training of veteran teachers in Complex Instruction through a satellite program she co-developed for San Joaquin Valley teachers through the Program for Complex Instruction at Stanford University. Ms. Sarnowski has also served as a consultant in curriculum development, school design, and program evaluation. She holds a bachelors degree in Political Science and a master's degree in Educational Leadership.

Assistant Director, Summit Preparatory Charter High School: Kelly Garcia
Expertise: Curriculum, instruction, assessment, admissions, and administration
Education and Experience:

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

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

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

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

History Teacher, Summit Preparatory Charter High School, Diego Arambula
Expertise: Curriculum, instruction, assessment
Education and Experience:

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

Mr. Arambula joined Summit Preparatory Charter High School and the beginning of its third year of operation and has worked on a number of administrative projects throughout his five years as a classroom teacher. During his time, he has organized a large recruiting event for Summit and Everest, facilitated numerous meetings, including a meeting of 30 math professionals from Summit, Stanford University and other local schools to develop a plan for math education. He has been a part of the Leadership Team that planned and implemented professional development experiences for the faculty, leading multiple sessions himself and even consulting on some for local middle school teachers. Mr. Arambula has used his previous experience with public speaking and media relations to speak at multiple venues in support of Summit, including but not limited to board meetings. At this same time, he has taught World History for freshman, AP US History for juniors, AP US Government and Politics for seniors and a college advisory curriculum known as Connections for all grades.

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

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

History Teacher, Summit Preparatory Charter High School, David Richards
Expertise: Curriculum, instruction, assessment
Education and Experience

Mr. Richards has over 6 years of teaching experience at the secondary level. He has taught grades 9-12 in California as well as internationally in San Jose, Costa Rica and Guanajuato, Mexico. Before coming to Summit, he taught at a comprehensive high school in Oakland. Mr. Richards joined Summit Preparatory

Charter High School and the beginning of its fourth year of operation and has worked on a number of administrative projects throughout his time as a classroom teacher.

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

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

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

Board Chairman: Robert J. Oster
Expertise: Finance, business management, organization, governance and administration
Education and Experience:

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

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

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

Board Member: Steven Humphreys
Expertise: Finance, business management, organization, governance and administration
Education and Experience:

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

Mr. Humphreys is an advisor on digital information security to leading venture firms in the US, Europe, and Asia. Mr. Humphreys is serving his first term as an elected member of the Portola Valley Elementary School District Board. He served as a member of the Summit Preparatory Charter High School from 2003-2008. He is active philanthropically, primarily in education and the arts, including The Girls' Middle School

(Mountain View, California); The Resource Area for Teachers/RAFT (San Jose, California); Stanford University; and others.

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

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

Stacey Keare is an attorney and a policy analyst. She most recently worked at Hancock, Rothert and 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 High School from the fall of 2004 through June 2008. She also volunteers as a fundraiser for Stanford University and is actively involved in the Woodside Elementary School where she has three daughters in school.

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

Board Member: Blake Warner
Expertise: Finance, Business Management, Organization, Administration
Education and Experience:

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

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

Board Member: Robert O'Donnell
Expertise: Finance, Business Management, Organization, Administration
Education and Experience:

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

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

Bob graduated Phi Beta Kappa and summa cum laude from the University of California at Berkeley, where he received both a bachelor's degree and an M.B.A. He is a member of the American Institute of Certified Public Accountants and the Institute of Chartered Financial Analysts. He is past chairman of the U.C. Berkeley Foundation and Vice President of the Library Advisory Board at Berkeley. He is Director, Sequoia Hospital Foundation. He is also a visiting pro bono lecturer at the Haas Business School at U.C. Berkeley.

Community Member: Brad Geldert
Expertise: Organization, Governance
Education and Experience:

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

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

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

Community Member: Bernie Kotlier
Expertise: Facility, Organization, Governance
Education and Experience:

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

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

Community Member: Rolando Loera
Expertise: Finance, Facility, Business Management, Organization
Education and Experience:

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

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

Community Member: Art Meza

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

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

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

Community Member: Raul Perez

Raul Perez has lived in East San Jose for over 40 years and has volunteered his time as a “Servant of the San Jose Community” for more than 30 years. During those three decades Raul has been involved in local organizing with People Acting in Community Together (PACT), Most Holy Trinity Youth Ministry and, for the past 6 years, with Adelante Dual Language Academy School. At Adelante, Raul served as Vice President of the School Site Council, member of the leadership team, and a strong advocate for the school. His committed involvement with Adelante is based on his belief that parents should not only assist their children academically, but also be present as volunteers in the classroom and the community. Professionally, Raul has combined his passion for community service with his vocation by working for the City of San Jose serving at-risk youth and their families. Raul and his wife Maribel live on the East Side with their two children, Marisa who’s 11 years old, and Sofia who is five.

Community Member: Lisa Vanbuhler

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

as Personnel Chair and Long range Planning Chair as well as serving on the Social, Hospitality and Auction committees.

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

(Modified)

Summit Public ~~School~~Schools: Tahoma

Charter Renewal Petition

for a Five-Year Term July 1, 2027 through June 30, 2032

Submitted to the Santa Clara County Office of Education

~~October 1~~**August 31**, ~~2020~~**2026**

~~For the term July 1, 2020 through June 30, 2026~~

(Mod)

~~October 1, 2020~~
August 31, 2026 Via Hand Delivery

Board of
~~Education~~Trustees
Santa Clara County Office of Education
1290 Ridder Park Dr.,
San Jose~~,~~ CA 95131

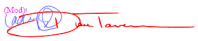
RE: Application for Charter Renewal for Summit Public ~~School~~Schools: Tahoma

Dear Members of the Board of Education:

As the Lead Petitioner for Summit Public ~~School~~Schools: Tahoma and designee of the Chair of the Summit Public Schools Board of Directors, I hereby submit a formal application to the Santa Clara County Office of Education Board of ~~Education ("County Board")~~Trustees for renewal of the ~~SPS~~Summit Public Schools: Tahoma charter.

We look forward to working with the ~~County~~ Board of Trustees and Santa Clara County Office of Education staff during the charter renewal process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,



Cady Ching
~~Diane Tavenner~~
Lead Petitioner, Summit Public ~~School~~Schools:
Tahoma 780 Broadway ~~St.~~
Redwood City, ~~CA~~California 94063
~~dtavenner@summitps.org~~cching@summitps.org

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~~Introduction~~	~~● Updated to include progress of organization~~ ~~● Added information related to charter renewal and performance to-date of the Charter school~~ ~~● Updated to reflect changes in staffing, leadership team and board of directors~~ ~~● Updated number of schools and number of students in Summit Public Schools network~~
~~Element A~~	~~● Updated student enrollment and demographic information~~ ~~● Updated what SPS: Tahoma believes that learning best occurs~~ ~~● Updated school start and end times~~ ~~● Updated current enrollment~~ ~~● Added information on mentoring program~~ ~~● Updated to reflect our use of Summit Learning Platform in relation to PLP~~ ~~● Updated to reflect change in state assessment from CELDT to ELPAC~~ ~~● Updated to include information on Habits and Content Development Time~~ ~~● Updated to include information about SPS: Tahoma as an LEA and member of a SELPA~~ ~~● Added information on Identification and Referral of students with exceptional needs~~ ~~● Added information on Special Education Strategies and Graduation and Competency~~ ~~●~~
~~Element B~~	~~● Updated to align with current statute, remove API reference, align with LCAP requirements~~
~~Element C~~	~~● Updated to reflect change from Illuminate to Powerschool as student information system, and from Naviance to Overgrad for college data collection purposes~~ ~~● Updated to reflect time dedicated to the purposes of continuous improvement~~ ~~● Reflect that SPS: Tahoma has completed a self study process and obtained accreditation through the Western Association of Schools and Colleges ("WASC")~~
~~Element D~~	~~● Updated to reflect current board members~~ ~~● Updated to reflect statutory changes to board meeting location~~ ~~● Governance section updated in compliance with Education Code Sections 47604 and 47604.1, AB 1505, budget trailer bill~~ ~~● Updated to reflect the fact that volunteer hours for current parents and prospective parents are not required~~
~~Element E~~	~~● Updated to include information on teacher recruitment and development~~
~~Element F~~	~~● Updated to reflect adoption of health and safety policies, including a school~~
BB.	Intervention Template
CC.	Facilities Use Agreement
DD.	Founding Group
	~~safety plan~~ ~~● Added information on COVID-19 Safety~~

~~Element H~~	~~● Updated and clarified to reflect improving processes for admissions, ensuring that the process is transparent, timely, and smooth and aligned with requirements of law~~ ~~● Updated to specify that parent volunteering is not required~~ ~~● Updated to reflect information on transfer student placement~~
~~Element I~~	~~● No changes to report on~~
~~Element J~~	~~● Updated to confirm that expulsion is the only means of involuntary dismissal of a student other than "no shows" at the beginning of the year~~
~~Element K~~	~~● Updated to include information on current Compensation Policy~~
~~Element L~~	~~● No changes/updates to report on~~
~~Element M~~	~~● Adding clarifying language to ensure compliance with law~~
~~Element N~~	~~● Updated to reflect authorizer dispute resolution section~~ ~~● Updated to reflect Charter Due Process~~
~~Element O~~	~~● No updates to report on~~
~~Element P~~	~~● No updates to report on~~

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~~section*
~~~~

47601(a)-(g)

~~We plan to accomplish these goals with a unique academic program and environment developed and honed over the organization's 17 year history. Details of this program and environment are articulated throughout this charter.~~

In reviewing petitions for the establishment of charter schools pursuant to the Charter Schools Act, the chartering authority ~~shall~~is required to 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 the establishment of charter schools should be encouraged.

California Education Code ~~Section~~section 47605(~~b~~c)

Summit Public Schools seeks to accomplish these goals with a unique academic program and environment developed and honed over the organization's more than 20-year history. Details of this program and environment are articulated throughout this Charter.

AFFIRMATIONS ~~/~~AND ASSURANCES

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

- ~~SPS: Tahoma~~The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code ~~Section~~section 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 ~~Section~~section 47605(d)(1)]
- ~~SPS: Tahoma~~The Charter School employees shall be employees of Summit Public Schools, a California nonprofit~~,~~ public benefit corporation ("Summit Public Schools"). Summit Public Schools shall operate ~~SPS: Tahoma~~the Charter School and shall be deemed the exclusive public school employer of the employees of ~~SPS: Tahoma~~the Charter School for purposes of the Educational Employment Relations Act. [Ref. California Education Code ~~Section~~section 47605(c)(6)~~(~~]
- ~~SPS: Tahoma~~The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code ~~Section~~section 47605(e)(1)]
- ~~SPS: Tahoma~~The Charter School shall not charge tuition. [Ref. California Education Code ~~Section~~section 47605(e)(1)]
- ~~SPS: Tahoma~~The Charter School shall admit all students who wish to attend ~~SPS: Tahoma, and who submit a timely application,~~the Charter School 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~~it will hold a public random ~~lottery process with preferences as required by Education Code Section 47605(e)(2)~~drawing to determine admission. Except as provided in Education Code ~~Section~~section 47605(e)(2), admission to ~~SPS: Tahoma~~the Charter School shall not be determined according to the place of residence of the student or his ~~or~~ /her/their parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the charter and shall not take action to impede the ~~charter school~~Charter School from expanding enrollment to meet pupil demand as required by Education Code ~~Section~~section 47605(e)(2)(C). [Ref. California Education Code ~~Section~~section 47605(e)(2)(A)-(C)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to

enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- ~~SPS: Tahoma~~The Charter School shall not discriminate on the basis of the characteristics listed in ~~Section~~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, including immigration status, or association with an individual who has any of the aforementioned characteristics~~)~~. [Ref. California Education Code ~~Section~~section 47605(e)(1)]
  - ~~The Charter School shall not encourage a pupil currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil is an English learner, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. [Ref. Education Code Section 47605(e)(4)(C)]~~

- ~~SPS: Tahoma~~The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities ~~in~~ Education Improvement Act of 2004.

- ~~SPS: Tahoma~~The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- ~~SPS: Tahoma~~The Charter School shall ensure that teachers in ~~SPS: Tahoma~~the Charter School shall hold ~~a~~the Commission on Teacher Credentialing certificate, permit, or other document ~~equivalent to that which a teacher in other charter schools are required to hold~~required for the teacher's certificated assignment. These documents shall be maintained on file at Summit Public Schools and are subject to periodic inspection by the District. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. ~~Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref.~~ The Charter School shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district. [Ref. California Education Code ~~Section~~section 47605(l) ~~and 47605.4~~(~~a~~1)]

- ~~SPS: Tahoma~~The Charter School shall at all times maintain all necessary and appropriate insurance coverage.

- ~~SPS: Tahoma~~The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level ~~as required by~~. [Ref. California Education Code ~~Section~~section 47612.5(a)(1)(A)-(D), inclusive]
- If a pupil is expelled or leaves ~~SPS: Tahoma~~the Charter School without graduating or completing the school year for any reason, the ~~charter school~~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 report cards or a transcript of grades ~~or report card~~, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year

  ~~•~~ for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code ~~Section~~section 48200. [Ref. California Education Code ~~Section~~section 47605(e)(3)]
- The Charter School may encourage parental involvement~~,~~ but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. California Education Code ~~Section~~section 47605(n)]
- ~~SPS: Tahoma~~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~~section 47612.5(a)(2)]
- ~~SPS: Tahoma~~The Charter School shall, on a regular basis, consult with ~~its~~their parents, legal guardians, and teachers regarding the Charter ~~School's education~~School's educational programs. [Ref. California Education Code ~~Section~~section 47605(d)(2)]
- ~~SPS: Tahoma~~The Charter School shall comply with any jurisdictional limitations applicable to the location of its facility. [Ref. California Education Code ~~Section~~section 47605 and 47605.1]
- ~~SPS: Tahoma~~The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code ~~Section~~section 47610 and 47612(b)]
- ~~SPS: Tahoma~~The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA") as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- ~~SPS: Tahoma~~The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, et seq.
- ~~SPS: Tahoma~~The Charter School shall comply with the Family Educational Rights and Privacy Act~~.~~, 20 U.S.C. Section 1232g, 34 CFR Part 99.
- ~~SPS: Tahoma~~The Charter School shall comply with the Ralph M. Brown Act~~.~~, Government Code Section 54950, et seq., and Education Code section 47604.1.

- The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, et seq.
- The Charter School shall comply with all applicable mandates regarding English Learner education and reclassification of English Learner students and meet all requirements of federal and state law regarding equal access to the curriculum for English Learners.
- The Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the District and the Contra Costa County Superintendent of Schools on or before July 1. The Charter School shall comply with all requirements of Education Code Section 47606.5, including but not limited to the requirements that the Charter School shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update and hold at least one public hearing to solicit recommendations and comments from members of the public. [Ref. Education Code Sections 47604.33, 47606.5]
- ~~SPS: Tahoma~~The Charter School shall meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960~~.~~].
- Per 5 C.C.R. Section ~~11967.6.1~~11967.6.4(a), the signature requirement set forth in Education Code section 47605(a) is not applicable to this petition for renewal.
- The Charter School will review and update, by March 1 of every year its school safety plan, which shall include the safety topics listed in subparagraphs (A) to (O), inclusive, of paragraph (2) of subdivision (a) of Education Code section 32282. [Ref. California Education Code sections 47605(c)(5)(F)(ii) and 47606.3.]

In accordance with Education Code section 47605(b), Summit Public Schools hereby certifies that we deem this renewal petition to be complete for purposes of commencing the timelines for the District's review and approval.

Cady Ching

- ~~Should the charter renewal be granted, SPS: Tahoma will provide written notice of the approval and a copy of the charter to the appropriate agencies, which may include the County Superintendents of Schools, the California Department of Education and the State Board of Education.~~



~~10/01/2020~~

~~Diane Tavenner~~
~~CEO~~Chief Executive Officer, Summit Public Schools

~~Date~~

Petitioner for Summit Public ~~School~~Schools:
Tahoma August 31, 2026

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INTRODUCTION

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

~~In 2009, students, parents and community members from East Side approached Summit Public Schools to discuss the possibility of opening a Summit Model School in the area. Members of Summit Public Schools founded Summit Preparatory Charter High School ("SPCHS") and Everest Public High School ("EPHS") in Redwood City, California. These nationally acclaimed schools focus on preparing a heterogeneous student population~~ Summit Public School: Tahoma ("Summit Tahoma") opened in 2011 in response to direct advocacy from East Side San José families. In 2009, parents, students, and community members in the East Side Union High School District (ESUHSD) approached Summit Public Schools with a clear vision: they wanted a public high school option that combined academic rigor with personalized support, preparing all students—not just some—for success in ~~four year~~four-year college and ~~to be contributing members of society. The Summit Model School is designed to provide high expectations and high support for every student through Personalized Learning Plans, rigorous academic classes, one-on-one mentoring and a small size to ensure that every student is known well. The East Side students, parents and community members believe that a Summit Model School would provide a complementary alternative to their current high school options.~~beyond.

Summit ~~Public Schools admires and honors the work of the ESUSD, and seeks to contribute and collaborate to achieve the District's admirable mission by bringing the Summit Model to East Side~~listened, engaged, and responded. After extensive ~~conversations with the parents and~~ community ~~members, assessment of the local demand~~outreach and analysis of ~~the collaborative relationship between our existing schools, Summit Public Schools proposed opening Summit Public School: Tahoma (SPS: Tahoma), a replication of the highly successful SPCHS and EPHS serving 9-12 grades. With the support and encouragement of hundreds of East Side parents, Summit Public Schools~~local demand, Summit submitted a ~~charter~~ petition~~, which~~ to the Santa Clara County Office of Education ~~(the "County Office of Education")~~, which was approved in 2010. In 2011, Tahoma opened its doors with a founding class of 9th graders. In 2015, every member of that inaugural class graduated eligible to attend a four-year college, and 100% were accepted to one.

Tahoma has continued to build on that early success. Each year, our students achieve high levels of college readiness and postsecondary success while developing the skills, mindsets, and purpose needed to thrive in their communities and the world beyond. We are proud to be a public, tuition-free, open-to-all school that serves a broad and diverse cross-section of East San José—and proud to partner with both ESUHSD and the County Office of Education in advancing shared goals around equity, access, and academic excellence.

~~In 2015, SPS: Tahoma's first class of students graduated from high school. We are proud of what this very diverse founding class accomplished: in this class, every single student (100%) graduated eligible to attend any 4-year college or university. Moreover, every single (100%) Summit Tahoma graduate received acceptance to a 4-year college or university. SPS: Tahoma has continued this trend and in the Spring of 2020, 100% of Tahoma's seniors graduated college ready.~~

A ~~connected community~~Connected Community

~~Students are at the core of everything we do and as our school grows, we are working relentlessly to build a positive student experience through extracurricular experiences and positive culture-building traditions. At the end of every school year, we administer the end-of-year survey to create a platform where students~~

at SPS: Tahoma express areas of content with their school as well as highlight areas where we can continue to support their growth and build their sense of community.

SPS: Tahoma student survey[1] highlights:

At Summit Tahoma, students are known, supported, and celebrated—not just for their academic strengths, but for who they are as people. Our school culture is rooted in deep relationships, high expectations, and sense of community.

Every Summit Tahoma student is paired with a dedicated mentor who provides personalized academic guidance and social-emotional support throughout their high school journey. Through Expeditions, our real-world learning program, students explore college and career interests, build new skills, and connect with community-based partners and professionals across the region. These experiences help students shape their identities, find their voice, and pursue their postsecondary path with purpose.

We regularly listen to students to understand how we're doing and where we can grow. In our most recent student survey:

- **90%** of students report having a positive outlook on their future
- **90%** of students agree with the statement "I belong here"
- 84**90%** of students agreed that there wasreport having at least one adult that they trust at school they can trust, and 80% said they had a strong relationship with at least one teacher.

We know that students do their best when they feel connected—to their peers, their mentors, and their larger community. Even during periods of physical distance, such as the COVID-19 pandemic, our team worked tirelessly to maintain learning continuity, build school spirit, and support the social-emotional wellbeing of every student.

Summit Tahoma is more than a school—it is a community built on trust, purpose, and possibility. In partnership with the Santa Clara County Office of Education and the families we serve, we look forward to continuing our work together to expand access to high-quality, student-centered education in East San José.

- 78% of students agreed that adults at their school cared about them as a person.
- 84% of students agreed that their teachers have high expectations for their academic success.

History of Success

[1] Data from Spring 2019 student survey. We did not give a student survey in Spring 2020 due to COVID-19.

The 2020 school year brought a very different end of the school year for students around the country and SPS: Tahoma students. Despite shifting to learning away from our buildings, SPS: Tahoma students, families, and faculty made a quick transition to Virtual School on March 16 and students did not miss any instructional days. While we are physically distanced, we have been intentional about the ways in which we are supporting both the academic and social and emotional needs of our students. We look forward to sharing the many ways in which we have continued to build our SPS: Tahoma in these unprecedented times.

In partnership with the Santa Clara County Office of Education, we are eager and excited to continue to contribute to the Santa Clara County Office of Education's admirable goal of improving student equity and reducing access discrepancies to high quality education. With the support and encouragement of hundreds of SPS: Tahoma families and community members, we respectfully submit a request for a five year renewal of SPS: Tahoma charter for the Board's consideration.

Opened in 2011, Summit Tahoma has built a track record that demonstrates what is possible when high expectations meet deep, personalized support for every student.

For more than two decades, Summit Public Schools has delivered an innovative approach to education – continually refining our model to meet the unique needs of each community we serve. Summit's Concrete Next Steps ensure that every student graduates not only eligible for a four-year college but also prepared to make intentional, purpose-driven choices about their future. This evolution builds upon *Fast Company's* recognition of Summit in 2015 as one of the Top 10 Most Innovative Organizations in Education.

~~**Renewal Standard**~~

- Graduation rates have remained strong, ranging from 88-94% over the past five years- including during the height of the COVID-19 pandemic.
- 99% of Summit Tahoma graduates annually meet UC/CSU eligibility requirements, ensuring access to four-year college pathways.
- As a result of our Concrete Next Step framework, young people who graduate from Summit find more success and, for students pursuing additional credentials, accumulate $10,000 less in average annual debt than their peers
- Many Summit alumni are now returning as teachers, mentors, and staff, continuing the cycle of service and leadership within the Summit community.

These accomplishments are especially meaningful given the diversity of the students and families we serve. Summit schools, including Summit Tahoma, welcome students of all races, ethnicities, income levels, languages, and learning profiles. We believe that diversity strengthens learning and prepares students to lead in an interconnected world.

For more than twenty years, Summit Public Schools has proven that when students are known, supported, and challenged, they excel. In San Jose and across the Bay Area, Summit Tahoma stands as a model of equitable, high-quality, and inclusive education, empowering students to graduate with confidence, purpose, and the skills to succeed in college, career, and life.

RENEWAL STANDARD

Pursuant to the amendments made to ~~the~~ Education Code ~~Section~~section 47607, and the establishment of Education Code ~~Section 47607.02, by assembly~~section 47607.2, by Assembly Bill 1505 (2019), a chartering authority shall evaluate a charter ~~school's~~school's eligibility for renewal according to the legal standard associated with its performance on the ~~state~~State and local indicators reported on the California School Dashboard ("Dashboard"). ~~In July 2020~~ and the performance of the charter school on assessments deemed to be verified data. In March 2026, the California Department of Education determined that, based on ~~SPS: Tahoma's~~Summit Tahoma's Dashboard performance during the ~~last~~ two most recent years for which ~~dashboard~~Dashboard data is available, the school is in the "~~middle tier~~Middle Tier" or "Middle Performing" for renewal purposes and is therefore subject to the renewal standard articulated in Education Code ~~Section~~section 47607.2(b) (the "Renewal Standard")~~[2]~~.

Section 47607.2(b) provides that:

(1) ~~...~~ [T]he chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the ~~state~~State indicators included in the ~~evaluation rubrics adopted pursuant to Section 52064.5~~[Dashboard] and the performance of the charter school ~~in~~on the local indicators included in the ~~evaluation rubrics pursuant to 52064.5~~[Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

Under California Education Code section 47607(c)(3), "measurements of academic performance" means indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 that are based on statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator. Starting with the 2025 Dashboard, the Science indicator is also an academic indicator.

Accordingly, under the Renewal Standard, the Santa Clara County Office of Education ("SCCOE") must give greater weight to the following Dashboard indicators:

(1) *ELA,*

(2) *Mathematics,*

(3) *College/Career Indicator ("CCI"),*

(4) *English Learner Progress Indicator ("ELPI"), and*

(5) *Science.*

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

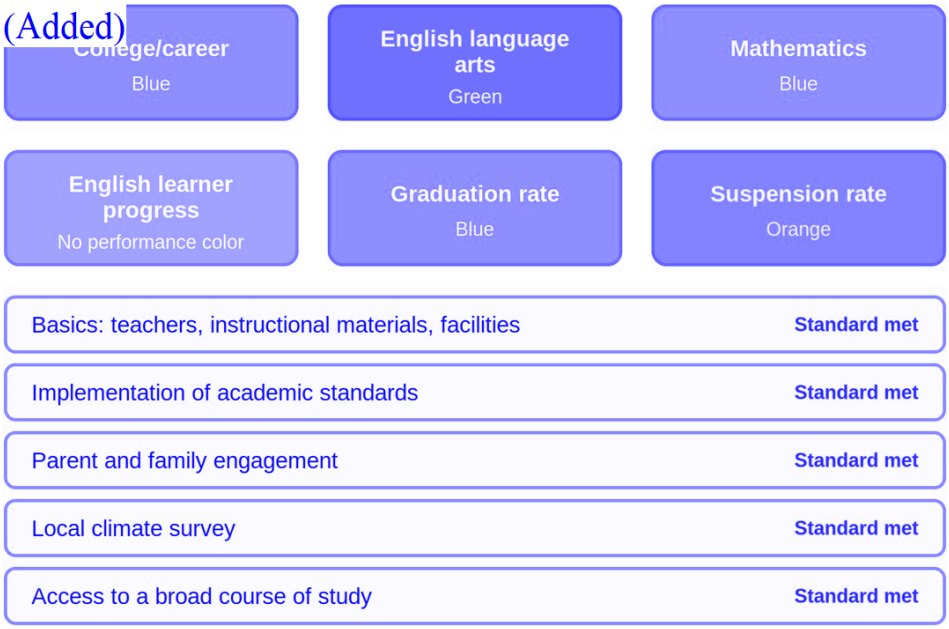
For a Middle Performing school, the legal standard is a presumption of renewal. Middle performing schools shall be renewed for a term of five years.

Summit Tahoma meets - and on nearly every measure exceeds - this standard. Since opening in East San José in 2011, Tahoma has built its program around three commitments: knowing every student well, holding them to real academic expectations, and sending them off with a concrete, specific plan for what comes after high school. In the 2024–25 school year, Tahoma served 383 students in grades 9–12, including 39% Hispanic or Latino students, 30% socioeconomically disadvantaged students, 20% students with disabilities, and 7% English Learners.

~~Since our first year of operation, SPS: Tahoma has successfully implemented the program set forth in our petition. SPS: Tahoma has grown into a stable campus serving grades 9-12 with strong governance and responsible fiscal management that will enable the school to continue to successfully implement the program for another five years. The Charter School exceeds the statutory criteria set forth in education~~

~~code § 47607.2(b). Continued operation is clearly in the best interest of our students and provides a clear benefit to the students of Santa Clara County as demonstrated by measures of academic performance. We are particularly proud of the strong college readiness and postsecondary outcomes of SPS: Tahoma students. SPS: Tahoma does not seek any material revisions to it's charter at this time.~~

(Added)



~~[2]See https://www.cde.ca.gov/sp/ch/documents/ab1505results2020.xlsx~~

~~Dashboard Performance~~

The results below highlight Tahoma's strong Dashboard performance against the State of California over the renewal term and as well as highlight the school's performance alongside the district in which we are located, East Side Union High School District (ESUHSD).

~~SPS: Tahoma performs at least as well as the state on all academic indicators~~

~~According to the California School Dashboard, SPS: Tahoma performed at least as well as the state as a whole on College/Career, Math, and ELA in both 2017-2018 and 2018-2019.~~

English Language Arts

In English Language Arts, Summit Tahoma students outperformed the state by 71 points in 2025. The schoolwide average was higher than the State average and higher than ESUHSD in every one of the past four years, earning a Green rating on the Dashboard in 2023, 2024, and 2025.

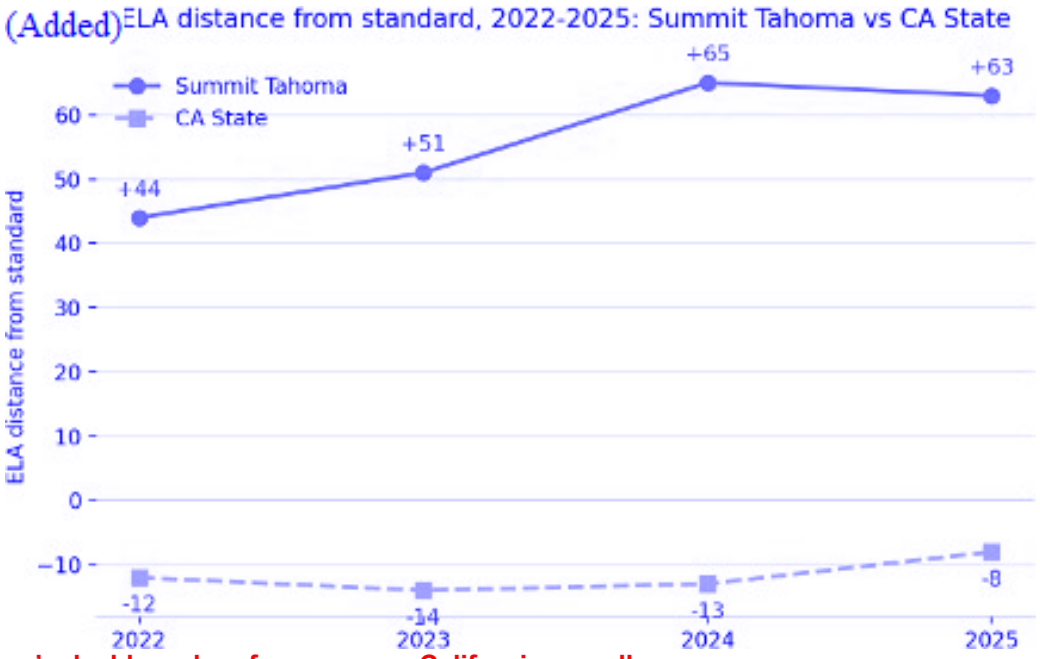


Fig. 1: Tahoma's dashboard performance vs. California overall

ELA Distance from Standard — All Students

2017-2018 Year	Tahoma	2018-2019 State	ESUHSD
2022	+44	–12	+10
2023	+51	–14	+9
2024	+65	–13	+6
2025	+63	–8	+8

ELA Distance from Standard — Hispanic/Latino Students

	TahomaYear	StateTahoma	TahomaState	StateESUHSD
College/Career	Blue2022	Yellow+18	Yellow–39	Yellow–59
Math	Green2023	Orange+8	Green–40	Green–56
ELA	Yellow2024	Orange+32	Yellow–39	Orange–70
2025		–31	–34	–70

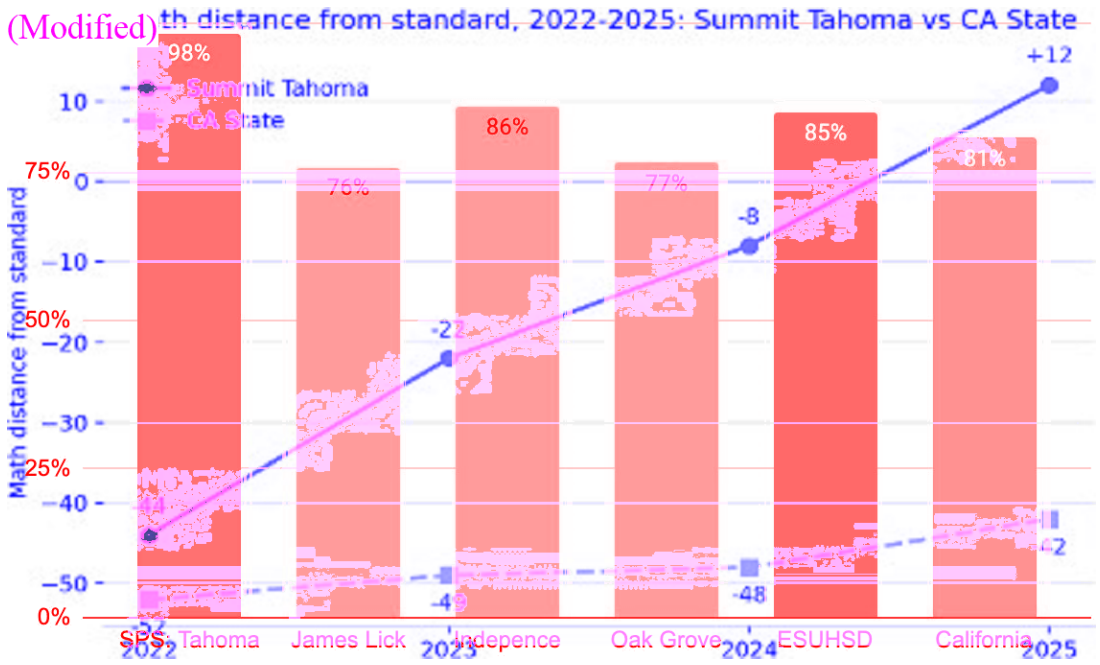
✓ Tahoma's schoolwide ELA scores were higher than the State average and higher than ESUHSD, schoolwide and among Hispanic students, in every year of the renewal term.

Within the College/Career measure, Tahoma specifically outperforms both the state and nearby schools on A-G completion rate specifically.

Mathematics

Fig. 2: 2018-2019 A-G completion rate, local comparison

In 2025, Summit Tahoma students outperformed the state by 54 points in Math. Moreover, Summit Tahoma's schoolwide scores were higher than the State average in every year of the renewal term, and demonstrated substantially greater growth over time, earning a Blue rating in 2025. Summit Tahoma's Math trajectory also shows significant strength relative to the district.



Source: CDE DataQuest

Mathematics Distance from Standard — All Students

Tahoma also performs similarly to or better than the state on subgroup outcomes

SPS: Tahoma looks forward to continuing to work with ESUHSD and SCCOE to ensure that all subgroups are served well. SPS: Tahoma is proud of the progress the school has made with traditionally underserved subgroups, such as Hispanic and Latinx students, the largest subgroup at SPS: Tahoma.

Year	Tahoma	State	ESUHSD
2022	–44	–52	–60
2023	–22	–49	–70
2024	–8	–48	–70
2025	+12	–42	–65

Because Tahoma is, by design, a small school, performance colors are only awarded to a very limited number of subgroups. This limits the possibilities of state comparison. Tahoma has only received performance colors for Hispanic students and socioeconomically disadvantaged (SED) students, and even then those colors have only been awarded some of the time.[3]

Fig. 34: Tahoma's dashboard performance vs. California for Mathematics Distance from Standard — Hispanic students/Latino Students

Year	Tahoma	State	ESUHSD
2022	–81	–83	–144
2023	–96	–81	–156
2024	–71	–79	–167
2025	–74	–74	–163

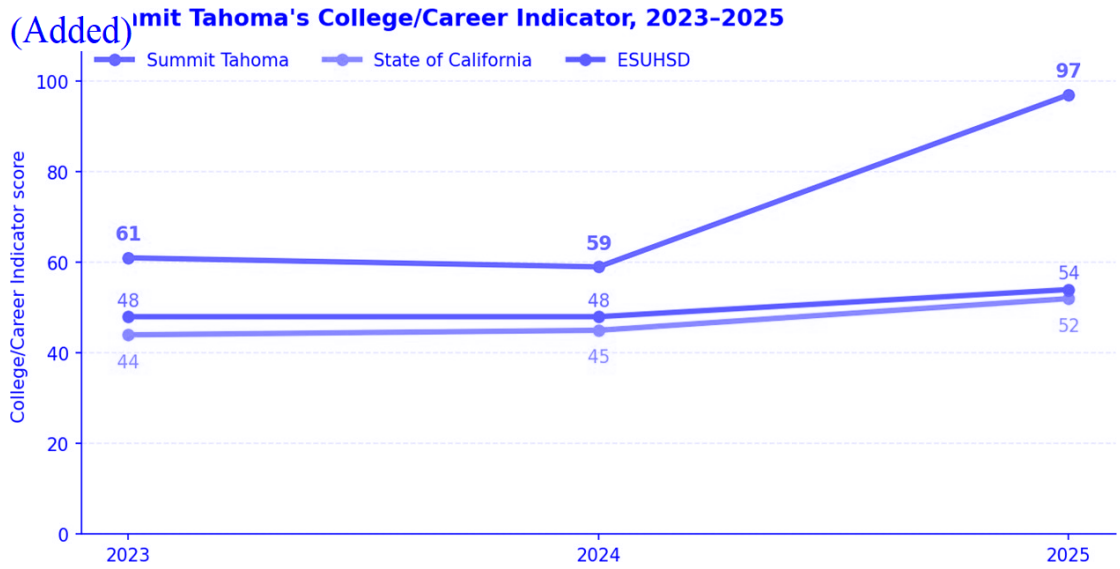
✓ Tahoma's schoolwide math scores were higher than the State average in every year of the renewal term. Among Hispanic students, scores were even with or higher than the State in three of the four years.

College and Career Readiness Indicator

The College/Career Indicator showed significant growth over the renewal term. Tahoma's schoolwide score rose from 61 in 2023 to 97 in 2025, a Very High rating that earned Tahoma a Blue rating on the Dashboard in 2025 - the highest color a school can receive - up from Green in 2024. Socioeconomically disadvantaged students also earned a Blue rating in 2025, and Hispanic students earned a Green rating.

College/Career Indicator Trend, 2023–2025

(Added)



College/Career Indicator, 2025 — by Student Group

			2017-2018		2018-2019
	Group	Tahoma	State	Tahoma	StateESUHSD
College/Career	SEDAll Students	Yellow97	Orange52	Green	Green54
	Hispanic/ Latino	Orange98	Orange45	Orange	Green31

~~Math~~	~~SED~~Socio-economically Disadvantage d	~~N/A~~98	~~Orange~~45	~~Green~~	~~Yellow~~45
	~~Hispanic~~	~~N/A~~	~~Orange~~	~~N/A~~	~~Yellow~~
~~ELA~~	~~SED~~	~~N/A~~	~~Yellow~~	~~Yellow~~	~~Yellow~~
	~~Hispanic~~	~~N/A~~	~~Yellow~~	~~N/A~~	~~Yellow~~

✓ Tahoma's College/Career Indicator score was higher than the State average and higher than ESUHSD in every year measured — schoolwide and among Hispanic and socioeconomically disadvantaged students — reaching a Very High rating in 2025.

Specifically, Summit Tahoma more than doubled the state score for socio-economically disadvantaged students and hispanic/latino students. Among all students, Summit Tahoma exceeded the state by 45 points.

A-G Completion and College Readiness

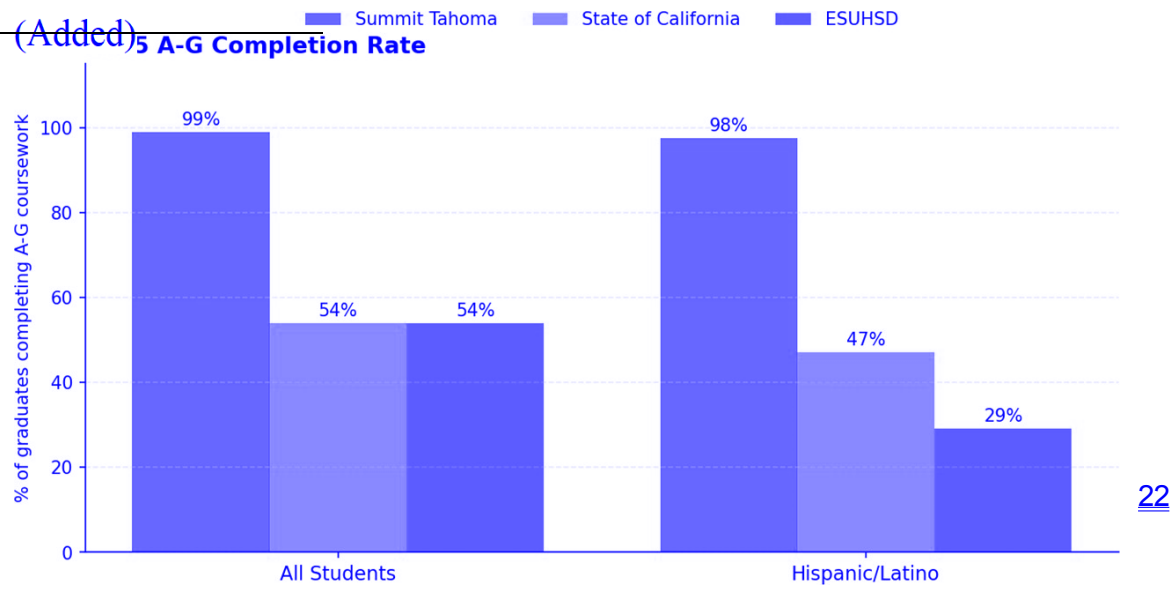
Summit Tahoma students meet the California A-G requirements at nearly two-times the state average. Since our inception, Summit Tahoma has committed to students that they will be prepared with the broad coursework necessary to enroll in a California state university and beyond. In 2025, 99% of Tahoma graduates completed the coursework the UC and CSU systems require for admission ("A-G").

~~**Tahoma performs similar to the state on indicators of school climate and academic engagement**~~

~~For high schools, the state dashboard includes suspension rate as an indicator of school climate and graduation rate as an indicator of academic engagement. Tahoma performed similarly to the state on many of these indicators, and showed significant improvement, from orange to green, on suspension rate in particular, representing a 46% decrease between 2017-2018 and 2018-2019. Moreover, Tahoma's overall graduation rate of 90.4% in 2018-2019 exceeds the state average by 4 percentage points overall and by 8 percentage points for socioeconomically disadvantaged students.~~

A-G Completion Rate, 2025

(Added)



[3] Tahoma's small size means that there are many ways for random chance to affect the aggregate performance color outcomes as well: one student can change our overall percent on track by 5 percentage points or more, which could easily mean the difference between an "Orange" and a "Green" rating on the state dashboard. Of course we care about every student's success, but the influence of random chance on outcomes in small sample sizes is mathematically impossible to ignore.

Fig. 4: Tahoma's dashboard performance vs. California overall

A-G Completion Rate, All Students, 2021–2025

	2017-2018		2018-2019	
Year	Tahoma	State	Tahoma	StateESUHSD
Suspension Rate2021	Orange97.1%	Yellow52.1%	Green	Yellow54.1%
Graduation Rate2022	Green94.0%	Yellow51.4%	Green	Green53.3%
2023	92.5%	52.4%		54.4%
2024	99.1%	51.9%		51.8%
2025	99.0%	53.9%		54.0%

✓ A higher share of Tahoma graduates completed A-G coursework than their peers statewide or in ESUHSD in every year from 2021 through 2025 — schoolwide and among Hispanic graduates, who completed A-G coursework at roughly double to triple the State and district rate in every one of those five years — supporting the statute's alternative "strong postsecondary outcomes" standard.

Post-secondary Outcomes

College Enrollment

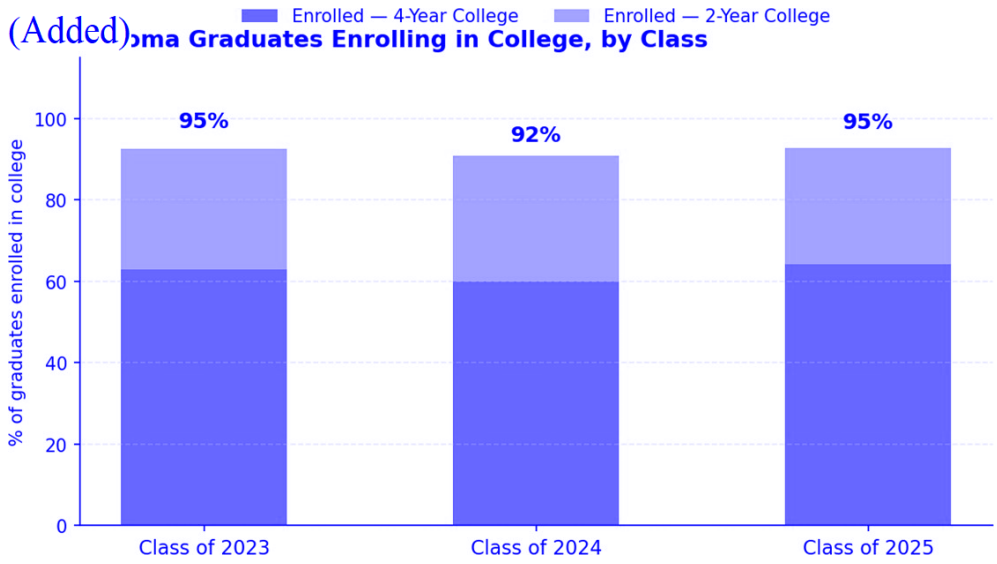
Summit Tahoma graduates enroll in college and persist

According to data from the National Student Clearinghouse (via DataQuest), 89% of Summit Tahoma graduates enrolled in a college within a year after high school graduation. 88% of those students persisted to a second year[4]. That far exceeds the rate of the state overall: only 64% of high school graduates statewide enrolled in college in 2017-18[5].

Summit Tahoma's college-going outcomes reflect a school model and culture in which postsecondary planning is universal. Summit Tahoma's Blue rating on the CCI Dashboard indicator is not accidental and is supported by verified data proffering clear and convincing evidence of strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers. Based on Summit Public Schools' college advising records (Overgrad), 91.8% to 95.1% of Tahoma graduates enrolled in college the fall after graduation in each of the last three complete cohorts:

Fig. 5: College enrollment rates for high school graduates

College Enrollment Rate by Graduating Class



College Enrollment Rate by Graduating Class

~~Graduation Year~~Class	Graduates	Enrolled	% ~~Tahoma~~Enrolled	4-Year	~~State~~2-Year
~~2017-18~~2023	81	77	~~88~~95.1%	51	~~64%~~24
~~2016-17~~2024	110	101	~~92~~91.8%	66	~~65%~~34
~~2015-16~~2025	98	93	~~90~~94.9%	63	~~67%~~28
~~2014-15~~		~~87%~~		~~65%~~	

~~Source: CDE DataQuest~~

✓ At least 91.8% of Tahoma graduates enrolled in college in each of the last three graduating classes, and Tahoma students are accepted at several selective colleges at rates significantly above those colleges' overall admit rates.

~~Tahoma graduates also fare favorably compared to nearby schools, with nearly 20% more students enrolling in college than the East Side Union average.~~

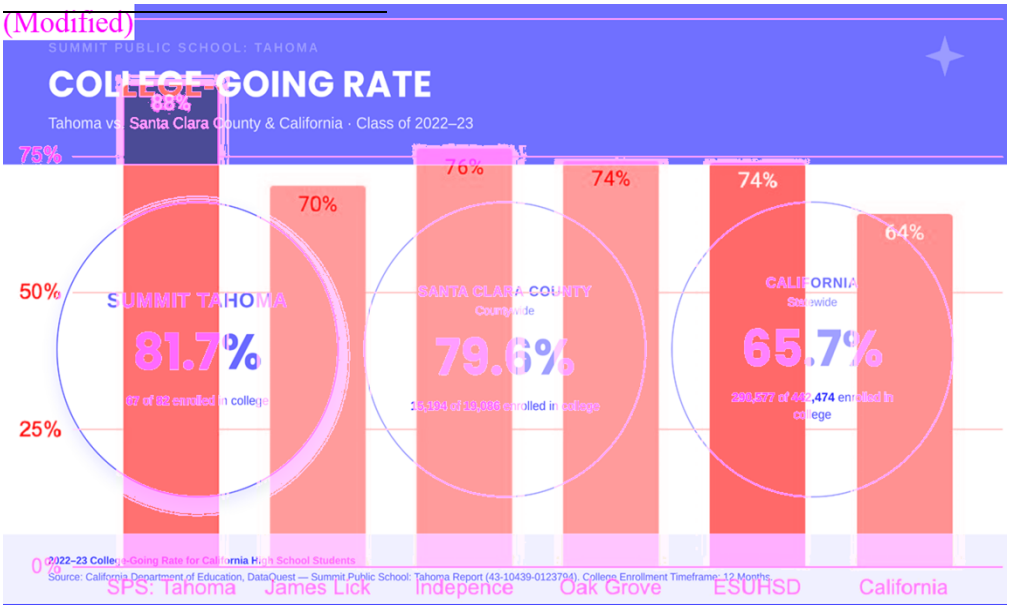
Tahoma students are also accepted at rates that are statistically significantly higher than the overall admit rate at several of the colleges they apply to most. This includes San Jose State University (86% of all applicants, against a much lower overall admit rate), the University of California's Santa Cruz, Merced, and Riverside campuses, and Santa Clara University. This is clear evidence that beyond creating access to apply to college for students who otherwise may not have had this pathway open to them, Tahoma prepares students for a successful college admissions process.

Verified Postsecondary Outcome Data

These internal data are supported by **verified data proffering clear and convincing evidence of strong postsecondary outcomes, as defined by college going-rate** with the verified data

source of the **California Department of Education - DataQuest report: 2022-23 College Going Rate** for California High School Students by Postsecondary Institution Type.

(Modified)



[4] Persistence data from National Student Clearinghouse aggregate reports; not available via DataQuest.
[5] 2017-18 is currently the most recent available National Student Clearinghouse data available on DataQuest.

Fig. 6: 2017-18 college enrollment rates for high school graduates, local comparison

Source: CDE DataQuest

Moreover, according to **National Clearinghouse Student Tracker** college persistence data, Summit Tahoma graduates don't just enroll in college, they attend and return. When examining post-secondary persistence, it is clear that Summit Tahoma students persist into their second year of college far above the national average: **89% for Tahoma graduates that enroll in college vs 77% nationally for students that enroll in college.**

Graduation Rate

Tahoma's graduation rate held at or above 94% throughout the renewal term, reaching 97% in both 2024 and 2025. The rate earned a Blue rating on the Dashboard in both 2024 and 2025, both schoolwide and among Hispanic and socioeconomically disadvantaged students.

Graduation Rate — All Students

This trend is even more pronounced among student subgroups at SPS: Tahoma. When examining college enrollment among historically disadvantaged subgroups, SPS: Tahoma hispanic students outpaced the state by thirty-five percentage points and socioeconomically disadvantaged students outpaced the state by thirty-four percentage points.

Year	Tahoma	State	ESUHSD
2020	97%	87%	85%

2022	95%	87%	90%
2023	94%	86%	87%
2024	97%	87%	88%
2025	97%	88%	89%

~~Fig. 7: College enrollment rates for the class of 2018, by subgroup~~

Graduation Rate, 2025 — by Student Group

~~Student Subgroup~~Group	Tahoma	~~Tahoma~~State	~~State~~ESUHSD
Hispanic/Latino	98%	~~93~~87%	~~58~~84%
~~Socioeconomically~~Socio-economically Disadvantaged	98%	~~91~~86%	~~57~~87%

✓ Tahoma's graduation rate was higher than the State average and higher than ESUHSD in every year for which comparison data is available, schoolwide and among Hispanic and socioeconomically disadvantaged students clear and convincing evidence of measurable, sustained academic achievement under section 47607.2(b)(3)(A).

~~Source: CDE DataQuest~~

~~Student Readiness~~

English Learner Progress Indicator

The ELPI — a measure of how quickly English Learners are moving toward proficiency — could only be calculated for Tahoma in two of the past four years, because there are a statistically small number of English Learners in any given cohort.

~~Tahoma students are on track to be ready for college and career, in spite of COVID-19~~

~~While students across the state do not have CAASPP scores from SY20, SPS: Tahoma students' performance on the Cognitive Skills and Math Concepts Rubrics demonstrates that Summit Tahoma was able to continue preparing students for success in college and career in spite of the pandemic.~~

~~The Cognitive Skills and Math Concept rubrics that were created in partnership with and validated by the Stanford University Center for Assessment, Learning, and Equity (SCALE) provide an excellent measure for examining student success as they prepare for both college and life.~~

~~Cognitive Skills are interdisciplinary competencies that require higher-order thinking. The Center for Curriculum Redesign (CCR) suggests that these skills are "how we use what we know" and involve the four Cs: Creativity, Critical Thinking, Communication, and Collaboration.~~

English Learner Progress Indicator

~~Through the Summit Model, students practice and develop 36 interdisciplinary cognitive skills that are necessary for college and career readiness in every subject and in every grade level.~~

Year	Tahoma	State	ESUHSD

2022	58	50	44
2024	47	46	26

✓ In both years the English Learner Progress Indicator was reportable, Tahoma's score was higher than the State average and higher than ESUHSD.

Math concepts are key mathematical topics that students investigate through Math Units to understand *why* mathematical ideas work, not just *how*. Born out of the Common Core State Standards for Math and reflected within several states' standards, concepts allow for a focus in math classrooms on conceptual understanding, a key component of rigor as defined by the Common Core.

Science

Science became a State Dashboard academic indicator for the first time with the 2025 Dashboard and Summit Tahoma students exceeded the state average. This came following a 2024 baseline year in which schools statewide posted negative distance-from-standard scores while the new performance levels were being established.

Science Distance from Standard, 2025

Group	Tahoma	State	ESUHSD
All Students	+59	+53	+56
Hispanic/Latino	+47	+47	+42
Socioeconomically Disadvantaged	+46	+47	+50

The ultimate goal with this approach is to allow teachers and students to focus much more on *doing mathematics* as opposed to just getting the right answer. "Doing mathematics" can be defined as engaging in important mathematical practices: making sense of problems; de-contextualizing, re-contextualizing, and checking for reasonableness; making arguments and critiquing the reasoning of others; modeling with mathematics; making appropriate use of tools; attending to precision in use of language; looking for and making use of structure; and expressing regularity in repeated reasoning.

Our teachers are provided significant training on how to use the rubrics to assess student work in a reliable, calibrated way. By continually measuring student progress against these 36 deeper learning skills and the math concepts, based on the common core standards, we are able to build personalized plans with students that will help them achieve their post-secondary goals.

Tahoma's schoolwide score was higher than both the State and ESUHSD and earned a Blue rating in this indicator's first year. Hispanic students matched the State average earning a Green rating. Socioeconomically disadvantaged students also earned a Green rating.

✓ Tahoma's Science score met the state average in this first year of reporting.

As Figure 6 shows, our students were able to produce project-based work in SY20 that demonstrated a high level of mastery, in spite of the challenges of virtual school.

School Climate

Summit Tahoma has maintained a consistently low suspension rate, lower or at the state

average and the district for every year of the charter term. This persistently low suspension rate is reflective of our school being a place where students are known and supported, including through restorative practices.

Suspension Rate

~~**Fig. 6: Percent of students meeting or exceeding expectations on Cognitive Skill or Concept Rubric scores in SY20**~~

~~Subject~~Year	Tahoma	~~Meeting Expectations~~State	~~Exceeding Expectations~~ESUHSD
~~*All Core Subjects*~~2022	1.7%	~~51~~3%	~~33~~3.4%
~~English~~2023	2.1%	~~40~~3.5%	~~55~~3.7%
~~History~~	~~38%~~	~~54%~~	
~~Math~~2024	2%	~~45~~3.2%	~~49~~2.6%
~~Science~~2025	2.5%	~~38~~2.9%	~~51~~2.2%

✓ Tahoma's suspension rate was lower than the State and ESUHSD in every year from 2022 through 2024 and similar to the state and district in 2025.

~~**Tahoma maintained high engagement, in spite of COVID-19**~~

~~In order to achieve these outcomes, the teachers and administrators at SPS: Tahoma worked hard to make sure every student was able to engage in learning virtually.~~

Local Indicators

In addition to the state indicators above, the Renewal Standard directs SCCOE to consider Tahoma's performance on the Dashboard's local indicators. Tahoma has met every local indicator reported on the Dashboard in every year of the renewal term:

Local Indicator Status, 2023–2025

Local Priority	2023	2024	2025
Priority 1 — Basic Services	Met	Met	Met
Priority 2 — State Standards Implementation	Met	Met	Met
Priority 3 — Parent and Family Engagement	Met	Met	Met
Priority 6 — School Climate	Met	Met	Met
Priority 7 — Course Access	Met	Met	Met

✓ Summit Tahoma met every local indicator reported on the Dashboard in 2023, 2024, and 2025, with no exceptions.

We measured engagement at three levels during the first phase of the pandemic:

- **Logging into the Summit Learning Platform**: Summit students must log into the Platform in order to submit project work for feedback from teachers, access learning resources shared by teachers, and take content assessments, among many other things. Therefore, logging into the Platform regularly is our minimum expectation for engagement during Virtual School.
- **Setting an Academic Goal**: Summit students set goals for themselves regularly as part of our research-based Self-Directed Learning Cycle. Students check in regularly with their teachers, including their mentor about their goals to get support, stay accountable, and celebrate success.
- **Requesting Feedback from a Teacher**: Summit students regularly submit their project work to teachers for feedback via the Platform. Teachers give feedback on both intermediate steps called "Checkpoints" and the final product for the project. Teachers may give feedback without students requesting it, but we encourage students to submit their work for feedback whenever they are ready, so that teachers can personalize and differentiate, allowing some students to move ahead and giving others more time.

Chronic Absenteeism

As one of the local school climate indicators that the county considers for Summit Tahoma's charter renewal, we are pleased to share that Summit Tahoma has cut its chronic absenteeism rate from 30.3% to 21.7% over three years, a nine-point improvement. The school also moved from above the state rate in 2022-23 to below it in both 2023-24 and 2024-25, outperforming the state average by over three points in the most recent year.

(Added)

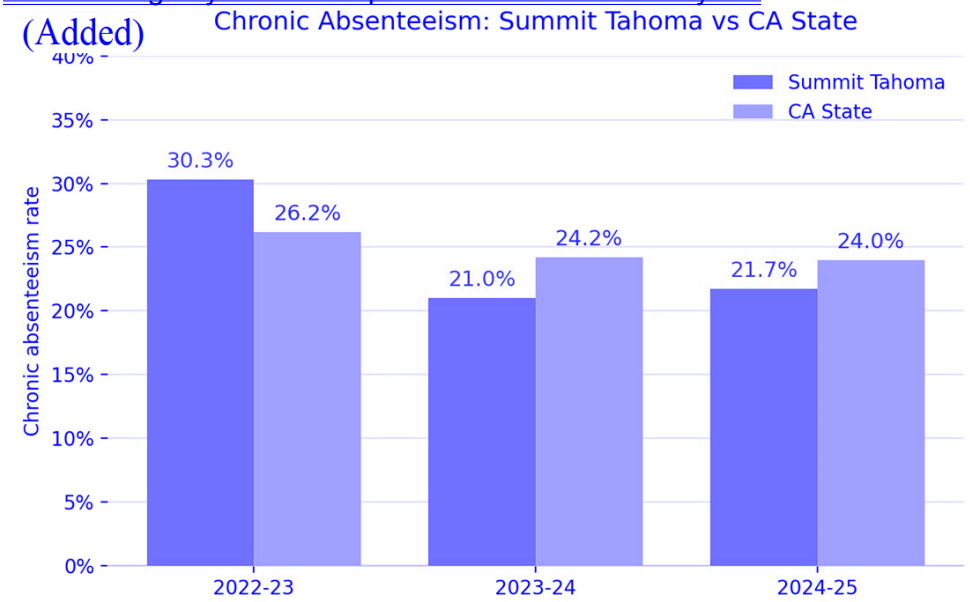


Fig. 7: Average percent of SPS: Tahoma students engaged in learning activities each week between March 17th and June 5th, 2020

Grade	Logged Into the Summit Learning Platform	Set an Academic Goal	Requested Feedback from a Teacher
9th	98%	75%	65%
10th	96%	75%	62%

11th	100%	82%	69%
12th	99%	73%	65%

Summit Tahoma meets the standards for a five year renewal

Taken together, these results leave no doubt that Summit Tahoma meets the Renewal Standard for a highly successful middle track school. Schoolwide and within its largest student groups, Tahoma has grown faster than the State and than ESUHSD for four straight years, on every academic indicator the Legislature has directed authorizers to weigh most heavily, while sending graduates into college with a real plan for what comes next. Continued operation of Summit Tahoma is in the best interest of the students it serves and provides a meaningful educational benefit to students residing within SCCOE's jurisdiction and the San José area.

LEADERSHIP TEAM

The leadership team of SPS:Summit Tahoma has a strong leadership team that brings to the school operations and governance a deep set of academic, operations, and governance experience that will continue to steer the school's growthschool for the next five years. TheThis group was brought together by theirshares a commitment to the Summit Model Schoolsmodel as an effective means for preparing all students for success in four year college and to be contributing members of society, and their interest in expanding this model of schooling to the East Side of San Jose. to collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen Concrete Next Step toward a fulfilled life.

Summit Public School: Tahoma is also supported by a robust back office with expertise in curriculum, instruction, assessment, special education, human resources, finance, facilities, technology, development, and governance, and more. Additional information regarding GovernanceLEA governance, such as board responsibilities, is included in **Element D**, Governance Structure.

Executive Director,Leadership Team: Summit Public SchoolSchools: Tahoma,

Jonathan Stewart

Expertise: Curriculum, instruction, assessment, and administration

Summit Tahoma Middle & High School | Executive Director

Jonathan joined the Summit Team in 2015 as the Assistant Director forhas proudly served as director at Summit Tahoma since 2015. He has 25 years of experience in public education. Previously, he worked for PUC Schools in Los Angeles as the Director of Teacher Development, leading a partnership grant fromwith the Bill and& Melinda Gates Foundation. He was also a principal for PUC Nueva Esperanza Charter Academy. He was a teacher trainer in the U.S. Peace Corps in Namibia,and has been an instructional coach at thein Oakland Unified School District and Los Angeles Unified School Districtand LAUSD. As a teacher, he received an award for Exemplary Work in the Education of Highly Able Studentshis exemplary work in the education of highly able students from Johns Hopkins University.

Jonathan holds a B.A.bachelor's degree in American Studies with a concentration in Education Policy and ana Master's in Education Leadership from the University of California, Berkeley.

M.A. in Education Leadership from U.C. Berkeley.

Assistant Director, Summit Public School: Megan Toyama
Expertise: Curriculum, instruction, assessment, and administration

Julieta Pomares Johnson

Summit Tahoma Middle & High School | Dean of Operations

Megan Toyama is in her fourth year as Assistant Director for Summit Tahoma. Born and raised in Sacramento, CA, Megan attended public schools before pursuing her Bachelor of Arts at Scripps College, where she studied Politics and International Relations and Asian American Studies. While in college, Megan discovered her passion and for teaching and education through an internship with the Breakthrough Collaborative. After college, Megan worked as a high school math and English tutor in Boston, MA, and then moved to the Bay Area to attend Stanford University's Teacher Education Program to earn her Masters and teaching credential. Megan deeply believes in the power of education to transform individual lives, communities, our country and world. She's committed to empowering her students with the tools they need to live happy and fulfilled lives, and coaching teachers to center equity and social justice in their practice.

Julieta is the Dean of Operations at Summit Tahoma. Julieta believes there is a strong link between operational leadership and student learning and that students do better when they feel better. For that reason, Julieta's primary goal at Tahoma is to create a safe and healthy environment to promote each student's academic success and social and emotional well-being.

Before joining Tahoma, Julieta spent ten years managing operations, family engagement, and enrollment for a Spanish immersion school. She witnessed the impact of nurturing the "whole child" and using positive discipline. She continues teaching classes for parents and childcare providers at Healthier Kids Foundation.

Julieta was born and raised in northern Argentina. She immigrated to the United States to pursue her Masters in Communications at San José State University. She also holds a B.A. in Public Relations from Universidad Argentina de la Empresa in Buenos Aires.

Chief Executive Officer, Summit Public Schools: Diane Tavenner
Expertise: Curriculum, instruction, assessment, facilities, organization, governance, and administration

Diane is the founder and CEO of Summit Public Schools (SPS), a leading charter management organization serving the Bay Area and Washington State. Summit currently operates eleven schools serving over 4,000 students. Employing a model that leverages technology, world-class teaching, and a rigorous college, career and life prep curriculum, Summit's graduates are completing four-year college degrees at twice the national average. Diane founded Summit's flagship school, Summit Preparatory Charter High School, in 2003, which quickly earned the reputation as one of the best public high schools in the nation, according to national rankings by Newsweek and US News & World Report. Diane serves on the board of T.L.P. Education, Transcend and the Carnegie Foundation for the Advancement of Teaching and Learning. She was previously the Board Chair of California Charter Schools Association representing the vast majority of California's charter schools. Diane is a board member, and moderator, of the Pahara-Aspen Education Fellowship, a fellow in the Broad Academy, and the Chapter Chairperson and member of the Young Presidents Organization. Diane is a member of the spring 2013 cohort of the Pahara-Aspen Education Fellowship. Prior to Summit, Diane spent ten years as a public school teacher, administrator, and leader in traditional urban and suburban public schools throughout California. She holds a Bachelor of Arts in Psychology and Sociology from the University of Southern California and a Master of Arts in Administration and Policy Analysis from Stanford University.

Michelle Maa

Summit Tahoma High School | Dean of Culture and Instruction

As the only child of immigrant parents, Michelle grew up understanding the power of perspective and the importance of navigating complex identities and experiences, values that led her to

pursue a bachelor's degree in Legal Studies from UC Berkeley and a master's in Teaching from the University of Southern California. These foundations have shaped her 14-year social studies journey in the classroom, where she is passionate about working with young adults to think critically, question thoughtfully, and see the world through multiple lenses. She strives to empower students to become informed, empathetic thinkers, leaders, and community members and looks forward to furthering this work in her role as Dean of Culture and Instruction at Summit Tahoma.

Devonna Alatorre
Summit Tahoma Middle & High School |Dean of Expeditions

Devonna Alatorre is the Dean of Expeditions at Summit Tahoma. She began her journey in education over a decade ago in the correctional system, teaching incarcerated individuals college-level math. Soon after, she moved to San Jose to continue her work in dismantling systems of oppression within education. Over the past 10 years, Devonna has served as a classroom teacher, mentor, cooperative teacher, and school leader, including roles as Dean of Culture & Instruction, and currently as Dean of Expeditions. Throughout her career, she has remained committed to empowering young people and ensuring equitable access to meaningful learning opportunities. Devonna was born and raised in Southern California and earned her B.S. in Mathematics from Cal Poly Pomona.

~~**Chief Financial Officer,**~~**Leadership Team: Summit Public Schools**~~**: Joyce Montgomery**~~

~~Expertise: Finance, facilities, business management, organization and administration~~

Chief Executive Officer: Cady Ching

Cady was born and raised on the island of Oahu in a multicultural home. Her commitment to working with educational programs in diverse communities across the country has spanned a decade. Cady previously worked as a teacher-coach, biology and AP Environmental Science teacher and a mentor for five years. She has also served as the Director of Human Resources for Summit, and the Assistant Director for Summit Prep before becoming Executive Director in 2020. In addition to her experience in public education, she has worked with a literacy project in Hawaii; an academic and cultural summer program on the Coeur d'Alene Indian Reservation in Idaho; and a residential program teaching science to Native American high school students in South Dakota. Cady earned a Bachelor of Arts in Human Biology, with a concentration in the Intersection of Ethnicity, Education, and Health, and a minor in Native American Studies from Stanford University. She continued her education at the Stanford Graduate School of Education, where she earned a Master of Education.

~~Joyce has over 14 years' experience in the charter school finance industry and over 22 years' experience in education finance. Prior to joining Summit, Joyce spent 2.5 years at the Charter School Development Center (CSDC) working as the Education Finance Policy Specialist. During her tenure at CSDC, Joyce managed and led the Charter School Business Officer Training Program, a program dedicated to training individuals to serve as Chief Business Officers. In addition to leading and managing the CBO program, Joyce helped scores of charter schools by providing in depth reviews of their programs; interceding, supporting, and defending charters during the chartering, appeal and revocation processes; and assisting with developing policies and providing executive search functions for charter schools recruiting Chief Financial Officers. Prior to CSDC, Joyce was the first CFO of Leadership Public Schools, a well-established CMO network located in the San Francisco East Bay Area. Joyce developed and still~~

~~moderates a Bay-Area-centric group of Charter School Business Officers who meet on a regular basis to discuss challenges, problems and develop best practices. Prior positions had Joyce serving as CFO in the private school sector managing the finances, operations, and facilities for the Howard School in Atlanta, Georgia and Crystal Springs Uplands School in Hillsborough, California. Joyce has a master of business administration in Finance from Notre Dame de Namur's University, a bachelor of arts from CSU Long Beach and an associate of arts from Skyline Community College. In addition to her education and finance and operations background, she also has senior management experience in advertising, technology, and banking. Joyce has been active on many not-for-profit Boards including, Navigator Schools, The San Jose Conservation Corp and Charter School and Partners in School Innovation.~~

Chief Financial Officer: Bryce Fleming

Chief Finance Officer for Summit Public Schools, Bryce Fleming is a seasoned education finance executive with nearly two decades of experience in charter school finance. Most recently, he served as Vice President of Client Management and School Finance at EdTec. In this role, he led EdTec's Northern California CFO team, managing finances for over 40 charter school clients. Earlier in his career, Bryce helped launch the first charter schools in Washington state, developed a working capital loan fund for schools, and created a statewide benchmarking study of charter school revenues and expenditures. He is also a frequent speaker at state and national conferences and collaborates with charter support organizations to deliver professional development for school finance leaders statewide.

Bryce's passion for education is deeply rooted in his family—both of his parents were public school teachers, and his wife currently teaches in Oakland. This personal connection to the classroom fuels his commitment to supporting schools in making the most of every dollar to serve students. Bryce holds a B.S. in Financial Services with a concentration in Financial Planning from San Diego State University.

Chief Academic Officer~~, Summit Public Schools~~: Caitlyn Herman

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

Caitlyn Herman is the Chief Academic Officer at Summit Public Schools. Prior to this role, she was a science teacher at Everest Public High School, Founding Director at Summit ~~Public Schools:~~ Shasta and Senior Director of Schools. She is committed to giving all students access to a high-quality education and the opportunity to attend their best-fit college. Caitlyn began her career in New York City public schools as a science teacher at Essex Street Academy. At Essex Street, she served as the department coordinator building out the school's project-based curriculum for all grades. She also spearheaded the effort to focus the school's advisory curriculum around wellness, habits of success, and college readiness. While teaching she also worked as an adjunct professor at NYU'S ~~graduate~~Graduate School of Education, teaching science curriculum to aspiring teachers. It is during these years that her passion for making sure that all students had access to high-quality school options was ignited. In 2011 she moved to the Bay Area seeking a small school environment focused on educational access for all and found a home at Summit Public Schools. Caitlyn grew up in Pennsylvania and holds a ~~BA~~Bachelor of Arts in Biology from Lafayette College (where she ran Division I cross-country and track), a ~~MA from New York University~~Master of Arts in Secondary Science Education from New York University, and a ~~MEd~~Master of Education in School Leadership from New England College ~~in School Leadership as part of~~through the Principal's Residency Network program with the New York City Public Schools~~' system~~.

Chief Operations Officer~~, Summit Public Schools: Josh Lotstein~~: Felix Li

~~Expertise: Administration, business management, organization, facilities~~

~~Education and Experience: Josh~~ Felix brings to Summit over a decade of K-12 school and systems leadership experience in public education with expertise in school operations, systems design, cross-functional project management, budgeting & finance, crisis communication and management, strategy and people development. Felix brings a deep commitment to building a more anti-biased and anti-racist world to his work. His leadership of efficient and effective school systems that drive strong outcomes for all students. Prior to Summit, he started his career ~~at the New York City~~in public education serving as a middle school math teacher and Teach for America corps member in the NYC Department of Education~~, where he taught elementary school in the Bronx. After two years in the classroom, Josh worked as a management consultant at Monitor Group. There, he provided advisory services to clients across private, non-profit, and public sectors. He then acted as a Director of Strategy at Teach for America for three years, leading growth and fundraising initiatives for the national non-profit. Josh joined Summit Public Schools in 2015 as the Director of Operations and served as the Senior Director of Data and Operations for two years before becoming Chief Operating Officer in 2018. In his current role, Josh leads the Operations, Talent, Real Estate and Facilities, and Technology functions that support Everest and our other 10 schools in California and Washington. Josh graduated from Yale University with~~ for five years. He later spent nine years as an Associate Chief Operating Officer and school leader of an all-boys K-8 school with Uncommon Schools in Brooklyn, New York. Felix earned a Bachelor of Arts in ~~History and earned his~~Public Policy and Sociology from Duke University and a Master of ~~Business Administration from The Wharton School of the~~Arts in Teaching from Pace University ~~of Pennsylvania. He also has a Masters of Education in Educational Leadership from the Broad Center for the Management of School Systems~~.

Associate General Counsel: Jonathan Berry-Smith

~~**Chief Information Officer,**~~Jonathan Berry-Smith is the Associate General Counsel at Summit Public Schools~~: **Adam Black**~~, where he specializes in special education, student matters, labor and employment, and other issues at the intersection of schools and legal compliance. Jonathan's career in education law is deeply rooted in his Los Angeles upbringing; raised in a family of teachers and inspired by a mother who was also an attorney, he grew up with a front-row view of how education can shape opportunity, and how a student's ZIP Code can greatly influence what opportunities are available. That early exposure to the disparities among and within schools continues to guide his work and his commitment to educational equity.

~~Expertise: organization, data, data analysis, instruction, assessment~~

Before joining Summit, Jonathan served in several roles at Stanford University, including University Counsel in the Office of the General Counsel and Executive Director of Admissions at Stanford Law School. Earlier in his career, he practiced education law at Lozano Smith, representing school districts across California in matters involving special education, Title IX, governance, and school funding.

~~Adam Black started his career teaching 4th grade in a personalized-learning school within Kansas City Public Schools. After a year in the classroom, Adam came back to the Bay Area and joined the Center for Education at SRI International where he collected and analyzed data to evaluate and derive insights from national and state-wide education initiatives. Prior to joining Summit as a Senior Director of Analytics in 2018, he was Senior Product Manager at Schoolzilla, PBC where he led the development of data tools used by 100+ school systems across the country. Adam's expertise in data tools, data collection and analysis, and educational policy make Adam a strong partner in driving better student outcomes. Adam is a graduate of UC Berkeley, with a Bachelor of Arts in Economics with a minor in Public Policy.~~

Jonathan earned a joint JD/MA from Stanford Law School and the Stanford Graduate School of Education. He holds a B.A. in Legal Studies from UC Berkeley, where he was also a Division I

Track and Field athlete. He is licensed to practice law in California, serves on the Stanford Graduate School of Education Alumni Board, and has performed multiple times at the world-famous Magic Castle in Hollywood.

Senior Director of ~~Government Affairs, Summit Public Schools: Kate Gottfredson~~Network Leadership: Wren Maletsky

~~Expertise: organization, governance, administration, policy, budget and finance~~

Wren Maletsky serves as the Senior Director of Network Leadership, providing specialized support to new and rising school leaders. Wren grew up in Durham, North Carolina as the daughter of two teachers and has always been deeply committed to education. She believes that all students deserve access to a high-quality school experience.

Wren joined Summit Public Schools in 2011 as the AP Environmental Science teacher at Summit Preparatory Charter High School. In 2014, she became Assistant Director at Summit Prep and later served as Assistant Director of Summit Shasta. In 2017, she was appointed Executive Director of Summit Shasta, where she led the school through multiple years of growth and success.

~~Kate brings to Summit Public Schools over a decade of leadership and management experience in public education with robust expertise in advocacy, policy development and implementation within both public charter schools and large urban districts. Kate's expertise in policy, communications, and operations, together with her passion for social justice and deep commitment to closing the opportunity gap, has made her a strong partner in driving positive change towards stronger outcomes for all kids. After practicing law for several years, Kate began her work in public education policy as a legislative advisor to Washington D.C. Mayor Adrian Fenty. During this period Kate served as the education Program Manager, overseeing performance management and budget development for the billion dollar education program for the District of Columbia Public Schools and State Education Office. Most recently, Kate led legislative efforts for the Arizona Charter Schools Association, advancing innovation and equity in public education as well as developing parent engagement opportunities for member charter schools. Kate is a graduate of the University of California, Davis with a degree in Political Science and holds a JD from the University of Arizona.~~

Prior to joining Summit, Wren taught Biology and AP Biology at a charter school in Harlem, New York City. She has also served as a cooperating teacher for the Stanford Teacher Education Program. Wren earned a Bachelor of Arts in Biology and English from Duke University and a Master of Education from Stanford University's Graduate School of Education. She achieved National Board Certification in Adolescent and Young Adult Science Teaching in 2013 and earned her California Clear Administrative Credential in 2023.

Senior Director of Learning Experience: Tiffany Reynolds

Tiffany Reynolds has spent the last 17 years in education. Currently, Tiffany is the Senior Director of Learning for Summit Public Schools. In her current capacity, she supports Summit Tahoma as a systems builder with an acumen for community, academic excellence, and partnership conditions development for academic improvement as well as deep expertise in data driven instruction in Math. For the past nine years, Tiffany has been with Summit Public Schools as a math teacher, a dean, an executive director, and Director of Government Affairs. She feels immensely proud to do the work that she does— to strive to build schools that are worthy of our kids,schools that are places of honesty, innovation, creativity, critical thinking, joy, and tireless pursuit of excellence. Before Summit, Tiffany started her career in Colorado, serving in various roles, from teacher to leadership and mathematics consultant. During this

time, she supported teachers and principals in tackling the CCSS, new teacher evaluations, and data-based initiatives in four diverse school districts, serving over 150,000 students. Internationally, Tiffany supported educational and leadership development for Network Beyond in East Africa, the Middle East, and India.

~~Chief of Staff,~~ **Summit Public Schools**~~: Kelly Garcia~~ **Board of Directors**

~~Expertise: administration, organization, leader and teacher development, instruction, assessment, curriculum development~~

~~Kelly Garcia is the current Chief of Staff for Summit Public Schools. As the Chief of Staff, she oversees critical strategic initiatives for the network and the CEO. Most recently, she supported the organization's response and transition to distance learning, the creation of an aligned network model, the professional development of school leaders and streamlining communication throughout the network. Prior to becoming the Chief of Staff, Kelly was the Summit Learning Senior Director for the Western Region, which included a portfolio of 95 schools in 10 states. Before that Kelly was the longest standing member of the Summit Public Schools Leadership Team as she led multiple schools within the network over the course of a decade in school-site leadership. She was the Founder and Executive Director of Summit Public School: K2, the Executive Director of Summit Public School Everest and the Assistant Director of Summit Preparatory Charter High School. Under her direction, Summit Public School: K2 and Everest Public High School fully implemented Summit Learning's program model with an emphasis on continuous improvement. Kelly received her B.A in History and a certificate in the Children and Society Curriculum from Stanford University. She also holds an Ed.M. in Teaching and Curriculum from Harvard University's Graduate School of Education.~~

Summit Public Schools Board Chair: Elizabeth (Lizzie) Choi

Elizabeth Choi has built a career betting on bold ideas, developing leaders, and enabling ecosystems – all with a deep commitment to equity and inclusion. Lizzie is a former teacher, nonprofit executive, co-founder, community builder, coach, and advisor living in the South Bay. Most recently the Chief Operation Officer at Envision Education, Lizzie currently partners with leaders during their seasons of growth and scale. Her partners include Desmos, Formation Ventures, Google, Swing Education, Moonshot edVentures as well as other K12 education and workforce development organizations.

Previously, Lizzie was the Senior Vice President at the Pahara Institute, an organization that provides transformational development opportunities for American education leaders. She launched a new programmatic department and led the organization's operations. She also served as the Chief Program Officer at Summit Public Schools, where she co-founded the Summit Learning Program, a national program that enabled students to attain the skills, knowledge, and habits to live a fulfilled life. Under her leadership, the program grew from 19 schools across 10 states to over 380 schools in 40 states serving over 65,000 students. Elizabeth earned a Bachelor of Arts in Public Policy and a Master of Education from Stanford University. She enjoys serving her community as a board member of Summit Public Schools and has also advised the Bill and Melinda Gates Foundation on their K12 education strategy. Elizabeth is a recipient of the 2019-20 Stanford University Award of Merit and a 2017-2018 Pahara Fellow. In her free time, Elizabeth enjoys spending time with her family and friends over food and tea.

~~Senior Director of Schools,~~ **Summit Public Schools**~~: Sharon Johnson~~ **Board Member: Mike Barr**

~~Expertise: Administration, Leader and Teacher development, Curriculum, Instruction, Assessment, Special Education, Organization~~

Mr. Barr's career demonstrates a commitment to educational equity and student achievement. From his role as CFO at Aspire Public Schools to his current work as an independent consultant supporting mission-driven organizations, Mr. Barr has consistently focused on creating transformational change in education Mr. Barr brings extensive leadership experience across multiple high-performing educational organizations, including direct experience at Summit Public Schools as Interim Chief Financial Officer (ended July 2025). In this role, he served as strategic financial advisor to Chief Executive Officer, Cady Ching, during a critical transition period, demonstrating his ability to navigate complex organizational challenges and drive financial sustainability initiatives. His tenure as Chief Financial Officer/Treasurer at Aspire Public Schools showcases his demonstrated expertise in strategic planning and organizational transformation. Under his leadership, he oversaw the growth from 10 schools serving 10,000 students to 30 schools serving 9,800 students.

~~Sharon has over 14 years of experience in charter school leadership and over 22 years' experience in education. Prior to joining Summit as Senior Director of Schools, Sharon spent 20 years at Aspire Public Schools, a large California CMO network, serving as a Lead Teacher, Instructional Coach, Principal and Mentor Principal at East Palo Alto Charter School. She then transitioned to Aspire's Bay Area regional network team as Associate Superintendent, where she led a portfolio of eleven K-12 schools from East Palo Alto to Richmond, California. Sharon is passionate about leadership development. In her tenure, Sharon designed systems and facilitated development for school leaders to dramatically improve instructional outcomes and experiences for students. She is also ignited by continuous improvement efforts toward educational equity and excellence for students furthest from the sphere of success. Sharon is a National Equity Project Fellow and has taught as an Adjunct Professor for Alliant University as well as Alder Graduate School of Education's teacher and principal residency program. She grew up in the midwest and the Bay Area and has a Masters degree in Educational Leadership from San Jose State University, and a Bachelor of Science degree in Education and Social Policy from Northwestern University.~~

Summit Public Schools Board Member: Anna Gregory

Anna Gregory is an education consultant with extensive leadership experience across both traditional district and charter schools. She specializes in driving strategic initiatives at the intersection of talent, organizational strategy, and communications, partnering with school systems and nonprofits to maximize their potential.

Before becoming an independent consultant, Anna served as Chief Talent Officer at KIPP DC, where she oversaw talent acquisition, human resources, and leadership development across the network's nine campuses and network office. Prior to KIPP DC, she spent a decade at DC Public Schools, holding various leadership roles, including Chief of Staff to the Chancellor. Anna holds a Bachelor of Arts from the University of Kansas, a Master of Arts in Teaching from American University, and a Master of Public Affairs from Princeton University. She lives in the Bay Area with her husband and daughter.

Summit Public Schools Board ~~Chairman: Robert J. Oster~~Member: Michele Hansen

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

Michele Hansen is an advocate in the education space and a former educator herself, who started as a first grade teacher in the Poway Unified School District and soon after became a First Grade Team Leader. For the next nine years, Michele spent her time at Intel Corporation in Santa Clara, CA, leading marketing and engineering teams, forging external relationships, supported in defining joint goals, strategies, and budgets for Hewlett Packard's Executive Team.

Michele then joined the California Charter Schools Association as the Vice President of Products and Services while managing public relations, marketing, data analytics, finance, and strategic planning. Ms. Hansen served as the Co-Founder, President, and CEO of Activate Instruction, which provides an enriched, personalized learning experience through playlists. Ms. Hansen presently serves in a volunteer capacity as the Vice-Chair of The Girard Foundation Board of Directors.

~~A private venture investor since 1987, Mr. Oster has worked with both institutional and other private investors in all phases of venture investing. Prior to venture investing, he worked as a professional economist and in several high-level finance positions, the last being Vice President of Finance and Administration for Oracle Corporation, where he spearheaded Oracle's initial public offering. In addition to chairing the SPS Board, Mr. Oster is Vice-Chairman of the Board and Chairman of the Nominating Committee of the Board of Overseers of the Hoover Institution of Stanford University. He received his BA in economics with honors from Occidental College and an MA and PhD in economics from the University of California at Berkeley.~~

Michele received a Bachelor of Arts in Government from Claremont McKenna College, a Master of Education from Stanford University, an Elementary Multiple Subject Teaching Credential from the University of California, San Diego, and a Master of Business Administration in Marketing from the J.L. Kellogg Graduate School of Management. Michele's experience and knowledge about instruction, business management, finance, professional development, public relations, and marketing.

Summit Public Schools Board Member: Steven Humphreys

Mr. Steven Humphreys has been a member of Summit's Board since its founding and was one of the original contributors to our initial charter. He was instrumental in recruiting Summit's founding CEO, Diane Tavenner and others into Summit from its early days, and has served on the Summit Board for 18 years. In addition to serving on the board of Summit Public Schools, Steve has served as a trustee of the Portola Valley School District and on numerous other boards. Steve was appointed Deputy CEO of Hirsch Group in September 2024 with three decades of experience leading security technology companies, with a focus on government-grade logical and physical access control, secure credentials, digital identity solutions, and RFID and mobile application software. Prior to his current role, Steven served as CEO of Hirsch (formerly Identiv) from 2015 to 2024 and was a member of its Board of Directors from 1996. He has led several pioneering companies in the field, including SCM Microsystems, an early developer of CAC/PIV readers and applications, and ActivCard, specializing in CAC card platforms and software. Steve holds a B.S. degree from Yale University and M.S. and M.B.A. degrees from Stanford University.

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

~~Mr. Humphreys has served as CEO or President of four high technology companies, some of which he grew from early-stage. Most recently he served as CEO of Kleer Semiconductor Corporation, growing its revenues more than 10 times in 18 months. He began his career at General Electric Company where he worked in a variety of manufacturing and information technology positions. In addition to serving on the board of Summit Public Schools, he is a trustee of the Portola Valley School District, Chairman of the Board of Organ-I AB and Organ-I, Inc., and a member of the Board of Directors of Identive Group, a publicly traded information security company. Mr. Humphreys received a BS from Yale University and an MS and MBA from Stanford University.~~

~~**Summit Public Schools Board Member: Blake Warner**~~

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

Mr. Warner is a Founder and Managing Partner of Silicon Valley Partners LLC, a firm that provides strategic merger and acquisition advisory services focused on the growth sectors of the digital economy. Prior to this, he spent ten years at Thomas Weisel Partners LLC, where he provided investment banking services for the software, media, and communications sectors. In addition to serving on the SPS Board, he is currently the Chairman of the Governance Council of Everest Public High School, providing oversight as well as helping set strategic goals and operational objectives. Mr. Warner received his BA from the University of California, Santa Barbara, and his MBA from the University of Southern California.

Summit Public Schools Board Member: Meg Whitman

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

Ms. Whitman is one of the most highly regarded businesswomen in the United States; she has also been involved in state and national politics, most recently having run for the office of Governor of California. From 1998-2008, she served as CEO of eBay, growing the iconic Silicon Valley company from $4 million to $8 billion in revenues. Before eBay, she worked as a high level executive at several other well-known companies including Stride Rite, Hasbro, and the Walt Disney Company. She was inducted into the U.S. Business Hall of Fame in 2008 and more than once was named one of the "Top Five Most Powerful Women in Business" by Fortune Magazine. Ms. Whitman previously was the President and CEO of Hewlett-Packard and is currently the CEO of Quibi, and a member of the Boards of Directors of Procter & Gamble, Teach for America, SIEPR and Zipcar. She received her BA from Princeton University and her MBA from Harvard Business School.

Summit Public Schools Board Member: Andy Thompson

Expertise: Finances, business management, organization, governance, administration

Mr.Andy Thompson is the Managing Director and Co-Founder of Spring Ridge Ventures. From 2002 to 2020, he was the President, Chief Executive Officer, and co-founder of Proteus Digital Health. He is a veteran of Silicon Valley biomedical startups, formerly serving as President, Chief Executive Officer and co-founder of FemRx and Chief Financial Officer of CardioRhythm. As a consultant and venture capital investor, he contributed to several successful healthcare companies, including Cell Genesys, Cytotherapeutics, Northstar Neuroscience, and QRx Pharmaceuticals. He holds an M.A. in engineering from Cambridgea Master of Arts in Engineering from the University of Cambridge and was a United Kingdom National Engineering Scholar from 1982 to 1985. HeAndy also holds an M.A. in education and an M.B.A.a Master of Arts in Education and a Master of Business Administration from Stanford University. Mr. ThompsonAndy was a founding board member and Foundation President of Summit Preparatory Charter High SchoolShasta.

Summit Public Schools Board Member: Diego ArambulaJimmy Zuniga

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

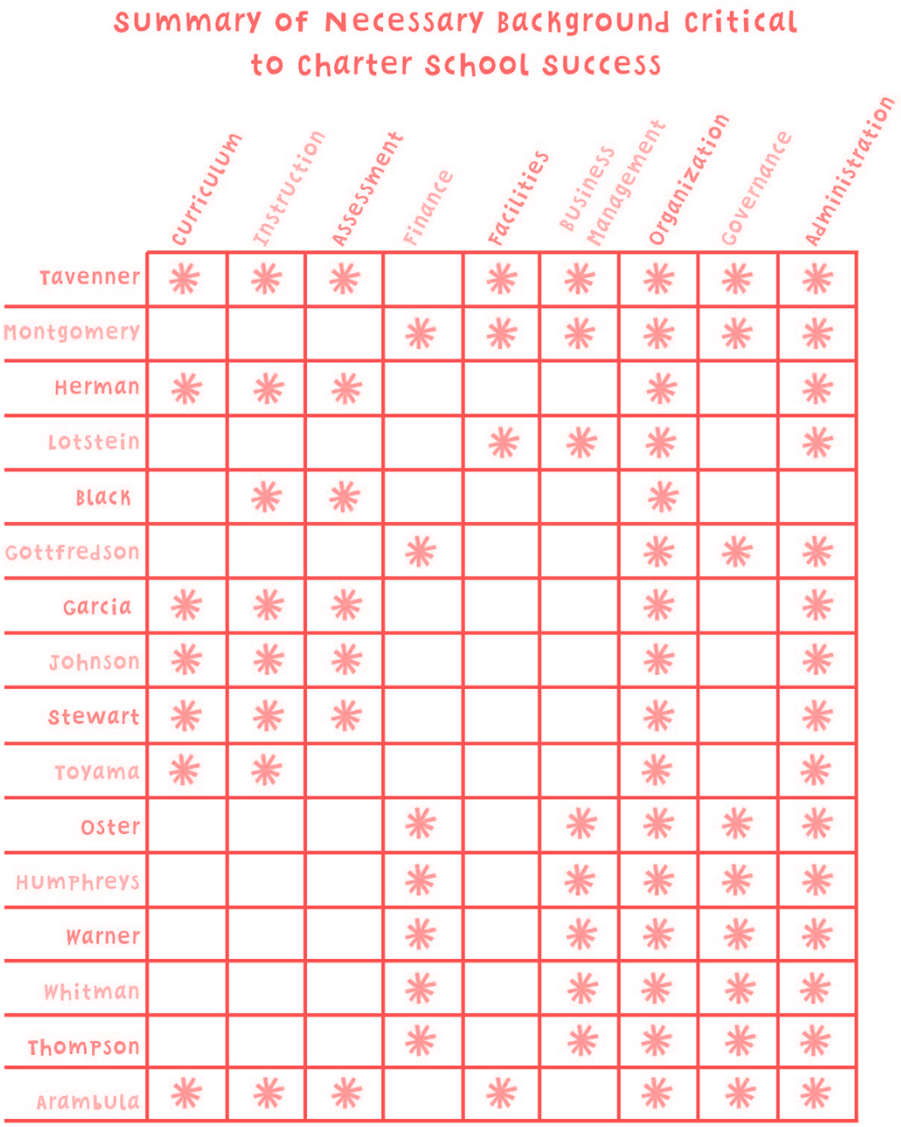
Jimmy Zuniga's passion for transformational learning environments began as a student in the second graduating class at Summit Preparatory Charter High School, where he developed a deep commitment to equity and innovation in education.

Currently, Jimmy serves as a Director at the Bay Ed Fund, where he partners with school districts and communities to create the conditions for bold, student-centered change. His work focuses on building strong partnerships, sharpening strategy, and aligning teams to bring a community's shared vision to life.

Diego Arambula currently a Partner at Transcend and previously Mr. Arambula was an Entrepreneur-in-Residence at GO Public Schools (GO), working to help GO expand their reach throughout California and establish a Fresno-based organization to help mobilize parents, educators, and youth to push for high-quality, personalized school in California's Central Valley. Prior to GO, Diego Arambula was the Chief Growth Officer for Summit Public Schools. As Chief Growth Officer (CGO) and a member of Summit's Executive Team, Diego focused on helping grow Summit's impact on public education through new school development and innovative partnerships with charter schools and districts

~~across the country. Prior to his work as CGO, Diego was the founding Executive Director of Summit Public School: Rainier, the third school in the Summit Public Schools network, and was the founding US History and Government teacher at Summit Preparatory Charter High School. He began his career in politics, serving as the Communications Director for U.S. Representative Cal Dooley after serving as Dooley's Deputy Campaign Manager for a hard-fought campaign in California's Central Valley in 2000. Diego received his bachelor of arts in Government from Harvard University and a master's in education from Stanford University.~~

(Deleted graphics)



Previously, Jimmy was a Portfolio Director at Transcend Education, where he co-led national efforts to expand access to community-based design. He also worked at Panorama Education, coaching school and district leaders across the country to use whole-child data to drive meaningful systems change. Earlier in his career, he spent eight years at Summit Public Schools, teaching high school English and later serving as Executive Director of Everest Public High School. In that role, he led the school through critical transitions, including the rapid shift to virtual learning during the pandemic. Jimmy earned a Bachelor of Arts in Psychology and a Master of Arts in Educational Studies from Tufts University, where he focused on systemic inequities in education. He also earned a Master of Arts in Education from Stanford University, where he studied approaches such as Complex Instruction to design inclusive, high-performing

classrooms.

History of Success

SPS: Tahoma is one of 11 charter LEAs within the Summit Public Schools network. Since Summit Public Schools opened its first school in 2003, the network has grown to include 10 high performing high schools and 4 middle schools in the San Francisco Bay Area and Washington state. These schools currently serve approximately 4,545[6] students in grades 6 through 12. For the past seventeen years, Summit Public Schools has been providing an innovative, personalized education to all of its students and successfully adapting its program to meet the needs of each of the new communities it has entered. Its accomplishments include:

- 100% of Summit graduates are eligible to apply to a four-year college.
- Summit graduates on track to complete college within six years at double the national average.
- As our students graduate college, they're coming back to Summit! We now have Summit teachers and faculty who were Summit students.
- Summit schools attract a world class teaching faculty coming from the nation's top teacher education programs, including Stanford, Harvard, Columbia, and UC Berkeley.
- In 2019, all eligible Summit public Schools were named among US News & World Report's Best High Schools, earning th eGold Medal Award, ranking among California's
- In 2018, 98% of Summit graduates were accepted to at least one four-year college or university.
- In 2015, Fast Company named Summit Public Schools one of the top 10 most innovative organizations in education.

Summit schools have accomplished these successes with a student population that is incredibly diverse in terms of race, ethnicity, socioeconomic status, English Learner status, Special Education status, and incoming level of academic preparation, because we believe education is best delivered in that environment. For the past seventeen years, Summit has been successfully serving a diverse student population--and particularly "at-risk" students--in multiple, different communities across the San Francisco Bay Area, including East San Jose.

(Added)

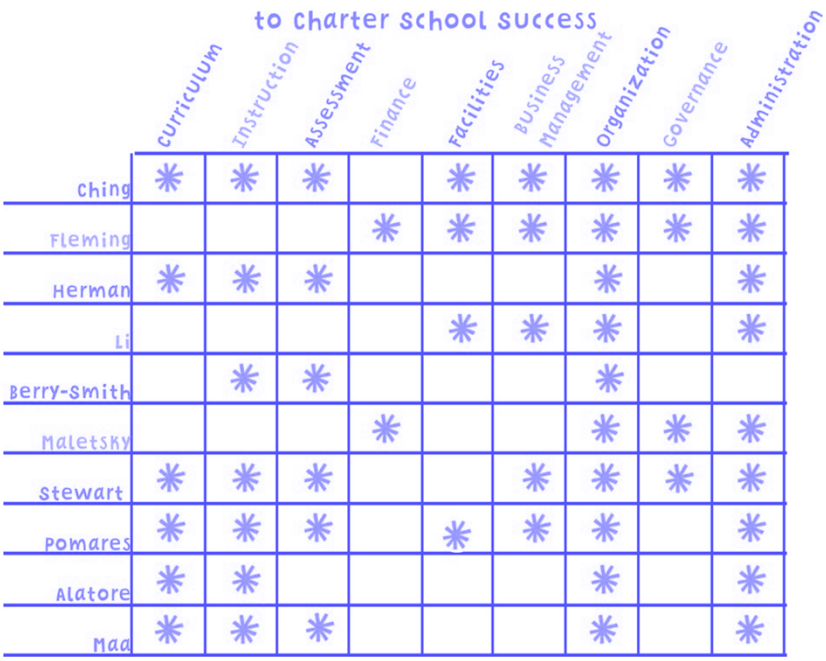
Summit Public Schools Board of Directors
Summary of Necessary Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Choi	*	*	*	*	*	*	*	*	*
Barr				*	*	*	*	*	*
Gregory	*	*	*	*			*		*
Hansen		*		*		*	*		*
Humphreys				*		*	*	*	*
Thompson				*		*	*	*	*
Zuniga	*	*	*				*		*

[6] Source: Powerschool, Enrollment as of 9/1/2020 for Summit Public Schools

(Added)

Summit Tahoma Leadership
Summary of Necessary Background Critical to Charter School Success



ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

- California Education Code ~~Section 47605(b~~section 47605(c)(5)(A)(i) "The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

California Education Code section 47605(c)(5)(A)(ii)

"If the proposed school will serve high school pupils, [a description of] the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the "A" to "G" admissions criteria may be considered to meet

college entrance requirements."

-California Education Code ~~Section~~section 47605(c)(5)(A)(iii).

~~*"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."*~~

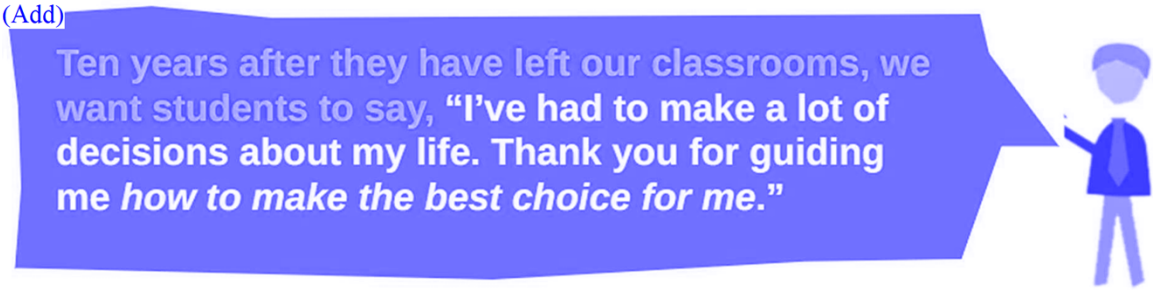
~~*-California Education Code Section 47605.6(b)(5)(A)(iv)*~~

Mission Statement

~~SPS: Tahoma's~~At Summit Tahoma, our mission is to ~~prepare a heterogeneous student population for success in college and to be thoughtful, contributing members of society. The school aims to provide a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. To this end, SPS: Tahoma seeks to develop educators that are trained and skilled in best practices that enhance achievement for all students. The school aspires to serve as a model for high schools endeavoring to prepare all students for post secondary academic pursuits.~~collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success in a chosen Concrete Next Step toward a fulfilled life. The programmatic vision centers our students' aspirations as we drive to ensure that every Summit student graduates with a Concrete Next Step.

With the help of their mentor and community, Summit Tahoma expects each senior to close out their Summit experience with a three to five year plan for life after high school, at least two actionable options for a next step after high school, and a community of support in life after high school, something we currently call a Personal Advisory Board.

(Add)



As an organization committed to continuous improvement, Summit Public Schools utilized extensive feedback from students and alumni regarding their school experiences and postsecondary journeys to learn more about how we are meeting our mission. Alumni and families shared deep appreciation for Summit's core model, specifically the diverse student body, stable mentoring relationships, close faculty bonds, and immersive Expedition experiences that allow students to explore real-world interests and purpose-driven work.

The feedback also revealed that a traditional four-year college is only one of several paths families value, particularly given concerns around student loan debt. In response to these insights, Summit recognized the evolution of its mission framing to be more inclusive of diverse and viable postsecondary pathways. While maintaining our core vision of ensuring every student can lead a fulfilled life - defined by purposeful work, financial security, community engagement, and good health - we explicitly shifted our focus. We collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment through a chosen Concrete Next Step, whether that path leads to college, an

apprenticeship, military service, certificate programs, or direct career entry. Notwithstanding the evolution of the language in our mission statement to be more inclusive, we continue our vision of "ensuring every student can lead a fulfilled life, one with purposeful work; financial security; fulfilling personal relationships; engagement in the community; and the physical health needed to engage in daily life."

Collectively → Reflects our value of collaboration and "working with" others that we and many of our students' home cultures share.

Community of young people → Reflects our value of community, centers the whole child rather than narrowly focusing on their role as a "student".

Economic empowerment → Reflects the feedback from our alumni that financial freedom is a primary driver for them and an area for our improvement (i.e. - they believe we can be doing this better).

Chosen → Reflects our desire that students are able to choose the pathway that aligns with their goals rather than a system choosing for them to tracking or limited options.

Concrete next step → Identifying a Concrete Next Step is central to our model. By including this in our mission, we elevate the opportunity to explain what this means to families, faculty, and students and it will allow us to explain the how the parts of our model come together to help us achieve our vision.

Educational Philosophy

Our chief concern and primary driving question is "~~What's~~What is best for ~~students~~young people?" This question guides the decision-making process for our school leaders, teachers, parents, and all other stakeholders. It also fuels our success. Our core values reflect our commitment to answering this question every day and underscore our educational philosophy:

~~1.~~ **We believe that every child is capable of college and career readiness.** We know that all students are capable of learning at a high level and we are committed to ensuring that students are ~~not only accepted into a four-year college, but~~ truly prepared for success in college, career and life.

~~2.~~ **We hire high-performing teachers.** We engage them as leaders and provide extensive professional development every year.

~~3.~~ **We develop relationships with and support every student.** Our teachers and students know and respect one another, and every student receives consistent, relevant, and personalized support that is seamlessly integrated into the school day.

~~4.~~ **We believe change is a good thing.** We embody a culture of innovation to drive continued success.

~~5.~~ **We value diversity.** Regardless of race, neighborhood or prior academic experience, we believe every student is capable of high levels of academic and social achievement. Students benefit from a diverse school environment that mirrors our complex world, and deepens both academic and social learning.

Students to be Served

~~SPS: Tahoma seeks to continue to serve a heterogeneous group of approximately 100 students per grade in grades 9 through 12 with a total current school enrollment of approximately 458 students. The Enrollment projections for the five year renewal period are listed below.~~

During the 2026-27 school year, Summit Tahoma estimates that it will enroll 360 students. As stated in the prior charter petition, Summit Tahoma seeks to serve a heterogeneous group of approximately 90 students per grade in grades 9 through 12. Summit Tahoma is cognizant that, due to demographic shifts in the school age population in the region, several local education agencies project declining enrollment. Summit Tahoma's recruitment and enrollment plan is generally reviewed and updated on an annual basis and is subject to change at the discretion of the Executive Director. The recruitment and enrollment plan considers, among other things, enrollment demand, demographic trends within the boundaries of ESUHSD and the Bay Area, and best practices related to student recruitment. See **APPENDIX P** – for the current version of the school's "Student Recruitment Strategic Plan."

Summit Tahoma is a school of choice and admits all pupils who wish to attend our school subject to our capacity.

The following table, while it does not function as an enrollment cap, sets forth the current best-estimate enrollment projections for the current school year and the five-year renewal period.

Summit Public Schools: Tahoma
Enrollment Projections (Estimates Only)
School Year 2026-27 through 2030-31
Source: Summit Public Schools.

~~Grade~~Enrollment	~~2020-21~~2026-27	~~2021-22~~2027-28	~~2022-23~~2028-29	~~23-24~~2029-30	~~24-25~~2030-31	~~25-26~~2031-32
9	75	~~110~~90	~~110~~90	~~110~~90	~~110~~90	~~110~~90
10	~~100~~91	~~110~~80	~~110~~90	~~110~~90	~~110~~90	~~110~~90
11	~~141~~99	~~100~~90	~~110~~80	~~110~~90	~~110~~90	~~110~~90
12	~~142~~95	~~141~~95	~~100~~90	~~105~~80	~~105~~90	~~105~~90
Total Enrolled	~~458~~**360**	~~461~~**355**	~~430~~**350**	~~435~~**350**	~~435~~**360**	~~435~~**360**

~~This enrollment plan is subject to change at the discretion of the Summit Public Schools Board.~~

Summit Tahoma welcomes applications from all students in accordance with the Charter Schools Act. Historically, we receive applications from students who want an environment where they have an opportunity to explore a full range of postsecondary options, including, but not limited to, admission to and success in a four-year college.

The district draws its students from across several communities in the Southern portion of the SouthBay and Western portion of Santa Clara County with a population that is rich in racial and

cultural diversity, and Summit Tahoma seeks to serve a similarly diverse student body.

The students' ~~primary interest should be preparing for acceptance to and success in college. The students'~~ backgrounds should represent the heterogeneity found in the population of the East Side Union High School District , which draws its students from The East Side community ~~with a population of over 434,000~~ that is rich in racial and cultural diversity. The demographic breakdown of SPS: Tahoma, the District and County's student population is as follows.[7]. It is important to acknowledge that while Summit Tahoma endeavors to recruit students from across the county, some schools are more natural feeder schools based on geographic proximity and in turn it's anticipated that the Summit Tahoma population would more closely reflect the high schools that these students would otherwise attend. Based on the assigned school for the majority of students who choose Summit Tahoma, it is also appropriate to consider the student population at Oak Grove Unified HS, San Jose Unified HS, Campbell Union HS, Morgan Hill Unified HS as demographic comparisons.

~~SPS: Tahoma Demographic Data[8]~~

The demographic breakdown of Summit Tahoma and ESUHSD student population is set forth in the following table.

~~Hispanic or Latino of Any~~ **Race/Ethnicity**	**Summit Tahoma Students**	~~47%~~**ESUHSD Students**
~~American Indian or Alaska Native~~White	23.2%	~~0.3~~ 4.7%
Black/African ~~Asian~~American	3.1%	~~16~~1.7%
~~Pacific Islander~~		~~--~~
~~Filipino~~		~~--~~
~~African American~~		~~3%~~
~~White~~		~~23%~~

~~[7] Source: CDE DataQuest~~

~~[8] Source: *SY19/20 CBEDS reporting*~~

~~Two or More Races~~	~~10%~~

~~East Side Union High School District Demographic Data~~

~~Hispanic or Latino of Any Race~~		~~51.2%~~
Native American ~~Indian or Alaska Native~~	-	0.2%
Asian	16.4%	~~32.7~~36.2%
Filipino	4.4%	6.2%
Pacific Islander	-	0.6%
~~Filipino~~Other	-	~~6.5%~~-
~~African American~~		~~1.8%~~
~~White~~		~~4.8%~~
Two or More Races	10.4%	~~2.3~~2.7%

~~Not Reported~~Hispanic	39.4%	~~0.1~~47.6%
Student Need Indicators	**Summit Tahoma Students**	**ESUHSD Students**
English Learners	7.3%	20.2%

~~Santa Clara County Demographic Data~~

~~Hispanic or Latino of Any Race~~		~~38.3%~~
~~American Indian or Alaska Native~~Foster Youth	0.3%	~~0.3~~0.2%
~~Asian~~Homeless	-	~~30.4~~4.4%
Socioeconomically ~~Pacific Islander~~Disadvantaged	30%	~~0.4~~52.1%
~~Filipino~~Students with Disabilities	20.4%	~~3.9~~12.7%
~~African American~~		~~1.8%~~
~~White~~		~~18.7%~~
~~Two or More Races~~		~~5.3%~~
~~Not Reported~~		~~0.9%~~

Source: CDE DataQuest- 2024-2025

Summit Tahoma consistently maintains a waitlist due to the number of applications received in comparison to the number of available spaces. The proportion of students classified as Socioeconomically Disadvantaged (SED) and students classified as English Learners (EL) may differ from the District average from time to time. Summit Tahoma ensures equitable access for all students through its annual open enrollment process, consistent with the requirements of the Charter Schools Act, Summit Tahoma engages in outreach across the region to ensure that families are aware of Tahoma as a high school option and have equitable access to the enrollment process. This includes providing information in neighborhoods with higher concentrations of Socioeconomically Disadvantaged and English Learner students, as well as collaborating with local feeder middle schools, community-based organizations, and the District to support broad community awareness.

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

The 21st century educated person is one ~~that~~who thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will ~~arise~~ 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~~today's young people will be responsible for ~~making decisions that will affect our world in the 21st Century. Creating an environmentally stable economy in the United States and~~ addressing the complex issues of ~~the global economy will be two, among a myriad of, problems facing~~local and global responsibility as the next generation of leaders. Students at ~~SPS:~~Summit Tahoma 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 ~~global~~ economy requires citizens in the

United States to compete with others from around the world for employment opportunities, as greater numbers of businesses develop multinational 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~~requires an educational program that is ~~far more~~integrally interdisciplinary ~~in nature than in the past~~.

~~In educating~~To ensure our students ~~for work and citizenship in the 21st century, SPS:~~are prepared for the jobs of today and tomorrow, Summit Tahoma develops students as empowered learners, critical thinkers, effective communicators, and dynamic leaders who embody our six core characteristics of respect, responsibility, compassion, curiosity, courage, and integrity. Students ~~will~~ master cognitive skills such as reading, writing, speaking/listening, problem formulation, conducting research, and data analysis and interpretation. Habits of success in categories such as self-awareness, stress-management, agency, social awareness/relationship skills, and self-direction, ~~will~~ balance a focus on skills and content knowledge. The ~~SPS:Tahoma~~Summit Tahoma educational program ~~will create~~creates the conditions under which its students will become self-motivated, competent, and life-long learners.

Developing Self-Directed, Academically Prepared Learners: Readying Students for Life After High School in 2026

Summit Tahoma offers a public school model that is not otherwise available to students in ESUHSD at the same depth, scale, and level of integration. Every student is paired with a mentor, supported through Concrete Next Step planning, challenged in a college-preparatory academic program, and given opportunities to connect learning to real life through Expeditions.

Since opening in San Jose in 2011, Summit Tahoma has served a diverse community of students, including students who are socioeconomically disadvantaged, English Learners, and students with disabilities. The school is built to help students graduate with strong academic foundations, trusted adult support, real-world experience, and a chosen next step toward a fulfilled life.

Over the course of the charter term, Summit Tahoma has listened closely to current students and alumni about what they value and what they need for the future. Students named the diversity of the school community, close relationships with faculty, and mentoring as defining parts of their experience. Alumni shared that while Summit Tahoma provided a strong college-preparatory education, college was not the only meaningful path students and families considered. Apprenticeships, military service, certificate programs, entrepreneurship, and direct employment were also valued as real pathways toward stability, purpose, and reduced student debt.

That feedback helped sharpen Summit Tahoma's mission. The school is preparing a diverse community of young people with the skills, knowledge, and habits to achieve economic empowerment and success through a chosen Concrete Next Step toward a fulfilled life. That Concrete Next Step may be a four-year college, a credential, an apprenticeship, a first job, military service, or a pathway into a high-growth field. What matters is that students leave with direction, options, and the ability to support themselves over time.

Three parts of the Summit Tahoma program make this possible and distinguish the school's model: Students are known, challenged, and leave prepared for what comes next

Students Are Known: A Mentoring Structure at Depth and Scale

Every Summit Tahoma student is paired with a faculty mentor who knows them well, meets with them regularly, and helps guide their academic growth and future planning. This mentoring relationship is a core structure of the school. Every student has an adult who is responsible for knowing their goals, monitoring their progress, helping them build habits, and staying connected with their family.

Summit Tahoma is designed so that every student has a consistent mentor relationship built into the school model. The mentor is not only responding to problems. The mentor helps the student build trust, belonging, academic accountability, and a plan for what comes next.

In the early years, mentors help students develop the habits they need to succeed in a rigorous academic environment. They help students understand their progress, set goals, and take responsibility for their learning. As students move toward graduation, mentoring becomes more focused on life after high school. Students spend increasing one-on-one time with their mentors to identify interests, understand options, make informed choices, and build a plan they can act on.

By senior year, this support culminates in each student's Personal Advisory Board: a community of adults who know the student's goals and can continue supporting them beyond graduation. This level of structured mentoring, future planning, and wraparound support is a distinctive part of Summit Tahoma. It is one of the clearest ways the school makes sure students are not anonymous, and that readiness is personal, practical, and sustained.

Students Apply Learning to Real Life: Expeditions as a Schoolwide Experience

Summit Tahoma students learn about possible futures and test them.

Through the Expeditions Program, students participate in hands-on experiences, internships, projects, and community-connected learning experiences across the East Bay. During each Expeditions cycle, students choose short-term intensive opportunities that allow them to explore interests, build skills, and connect classroom learning to the world beyond school. These experiences may be hosted or supported by local employers, nonprofits, community organizations, and institutions.

Summit Tahoma provides unique and valuable Career exposure, internships, and applied learning opportunities for students in Santa Clara County. At Summit Tahoma, students receive regular, structured, schoolwide access to these experiences as part of the core model. Expeditions is a recurring part of how Summit Tahoma helps students explore who they are, their passions, what they may want to do after high school, and how to make choices that will put them on a pathway for the future.

Delivering a program that centers intentional postsecondary exploration is vital for students in

under-resourced communities. All students deserve the chance to learn what different pathways actually look like before they make high-stakes decisions about college, training, work, or debt. Expeditions gives students structured, low-stakes opportunities to explore careers and interests while they are still in high school.

As a result, students arrive at their Concrete Next Step with more information, more confidence, and a clearer sense of purpose. Students are not simply told to be ready for the future. Rather, they build skills needed to make choices, solve problems, work with others, and imagine a life beyond graduation.

Students Leave Prepared: Concrete Next Step Planning for Every Student

Summit Tahoma does not prepare students for a single destination. It prepares students for real choice.

Through the Concrete Next Step framework, every student builds a purpose-driven plan for what comes after graduation. This is not limited to college applications during senior year. It begins earlier and is supported through mentoring, academic advising, Expeditions, and family conversations. Students are asked to think seriously about who they are, what they are good at, what kind of life they want to build, and what next step will help them get there.

This framework is a distinctive part of the Summit Tahoma program. Within the school district, students may have access to counseling, college information, career programs, or individual pathway opportunities, but Summit Tahoma integrates postsecondary planning into the full student experience. Every student is expected to graduate with a Concrete Next Step that is authentic, chosen, and supported by a plan.This matters because readiness is more than admission to college. A student may be accepted to college and still feel unsure, unsupported, or disconnected from purpose. Other students may choose a credential, apprenticeship, military service, entrepreneurship, or direct employment as the right next step. Summit Tahoma treats these as serious choices. The school helps students and families understand the costs, requirements, opportunities, and tradeoffs attached to each path.

The school's postsecondary outcomes reflect the strength of this approach. Summit Tahoma prepares students to move confidently into college, career, and life beyond high school. On the most recent California School Dashboard, 97% of Tahoma students earned a "prepared" designation on the College/Career Indicator, making it one of the highest preparation rates in the area. Furthermore, every graduating class over the charter term nearly 100% of its students apply to a four-year college. Tahoma graduates go on to two- and four-year colleges, career and technical pathways, and selective universities across the country. These outcomes make one thing clear: Summit Tahoma is holding students to a high bar, giving them the support to clear it, and connecting each of them to a meaningful next step.

These outcomes matter because they show that the distinctive parts of the Summit Tahoma program are producing results for students. The school's mentoring model helps students stay connected and supported. Its academic program helps students complete the coursework required for college eligibility. Its Concrete Next Step framework helps students graduate with a plan. Its Expeditions Program helps students connect learning to real life before they leave high

school.

Summit Tahoma is special and continued operation is in the best interest of students and the broader Santa Clara County community. The school provides students and families with a distinct public school option that has delivered strong comparative outcomes and a clear benefit across the Dashboard indicators where comparison is available. Summit Tahoma is prepared to continue delivering that benefit for the next five years.

How Learning Best Occurs

~~SPS: Tahoma's~~The aforementioned strong comparative outcomes are enabled by a foundational educational philosophy that translates proven pedagogical research into daily school structures. Summit Tahoma believes that learning best occurs in an environment that is structured to support learning for each and every student. Drawing from the work of Linda Darling-Hammond, The School Redesign Network at Stanford University, the Coalition for Essential Schools and other respected educational research, ~~SPS:~~Summit Tahoma believes that learning best occurs in a school that successfully implements the following features:

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

For more discussion on teaching methods, please see "~~pedagogy~~Pedagogy (Teaching Methods)" below.

Program Design

The distinctive outcomes and student experiences are made possible through the deliberate operational structures, minute requirements, and support systems embedded within the daily

~~SPS:~~on-site program. Summit Tahoma is a **site-based** program. Students are expected to attend school daily and follow a prescribed schedule (~~**Appendix B** – Proposed~~See **APPENDIX A** – Bell Schedule and ~~**Appendix C** – School~~**APPENDIX B** –Academic Calendar). ~~Core instruction will take place between 8:20 am and 3:20pm. The school~~Summit Tahoma will have at least 175 days of instruction and for each fiscal year, offer, at a minimum, 64,800 minutes of instruction to students in grades 9-12. In addition to the full course load taught at the school site by ~~SPS:~~Summit Tahoma instructors, students ~~will~~ have the opportunity to engage in community college courses, distance learning on-line, experiences with community ~~organization~~

~~classes~~partners, and internships.

The Summit Tahoma environment ~~will be~~is **small and personalized**. Research shows that small schools allow students and teachers to develop more ~~intensive~~connected, long-term relationships that enable better conditions for teaching and learning. ~~SPS:~~Summit Tahoma ~~will provide~~provides these opportunities to its students and faculty through its small school size and low student to teacher ratio. In addition, ~~SPS: Tahoma will~~we 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~~is **untracked, personalized, and designed to support college ~~preparatory~~access for all students**. Graduates from ~~SPS:~~Summit Tahoma will meet or exceed all academic entrance requirements for UC ~~college~~/CSU College admissions. ~~SPS:~~Summit Tahoma is a competency-based progression model~~. One of the distinctive characteristics of SPS: Tahoma is its~~ with a unique focus on knowing each child~~. In order to best facilitate learning, SPS: Tahoma will address learning needs individually in an untracked setting~~. In order to personalize instruction to the needs of students, teachers use ongoing assessments to gather data about student progress and ~~they will~~ then use that data to make informed instructional decisions~~ SPS: Tahoma's target~~. Summit Tahoma has a diverse student population ~~is extremely heterogeneous, thus the school will use~~by design and uses a variety of supports and pedagogical strategies to ensure that all students can successfully access the curriculum.

~~The Charter School~~Our environment is personalized ~~via online~~through the use of **a mentoring program**, which supplements learning tools, adaptive pedagogy, and clearly articulated benchmark-assessments~~, and a **mentoring program**~~. Each student ~~will have~~is paired with one faculty member ~~serve as his/her mentor for multiple, continuous years~~who serves as their mentor. The mentor ~~will meet daily~~meets regularly with the mentees and ~~lead~~leads additional activities and conversations ~~during extended work sessions once or more per week~~ focused on supporting a healthy, balanced, and productive school experience while ensuring a successful transition to college or other post-secondary opportunities aligned with their plans in the later years. ~~In addition, the mentor will work with mentees and families to ensure the student is on the right trajectory to meet their short and long term goals.~~ The mentor group, consisting of approximately 20 to 25 students, also serves to create a smaller community within the larger student body, and students are expected to support one another in all their academic and personal endeavors.

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

Each student uses ~~the **Summit Learning Platform** and~~ their relationship with their mentor to guide them on their ~~personalized learning plan~~**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~~their caregivers, develop a ~~Personalized Learning Plan~~PLP that reflects the ~~student's~~student's learning style, preparation, challenges, interests and ~~his or her~~their 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. Student PLPs are managed through a learning management system (LMS), now Canvas as a tool to support the implementation of the model and approach.

Each year, students ~~will participate,~~work with their mentor and ~~parents, in evaluating~~family to reflect on what they have learned ~~and achieved in order to~~, celebrate their achievements, and refine their goals and plans ~~based on their educational experiences~~for the future. This process ~~will help~~helps 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~~their Concrete Next Step after high school.

Each student ~~will be~~is guided through **college and career planning**. ~~It is expected that a significant percentage of SPS: Tahoma's population will be first-generation college students and our program will assist them in building relevant skills and goals, while fully preparing every student for college entrance~~Many Summit Tahoma students are the first in their families to attend college. 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~~they expect to be a good match for them. They ~~will~~ learn how to find information about colleges ~~and~~, choose ~~a group~~those that ~~seems~~seem to match their goals, and write and submit their college applications~~, and~~. Moreover, they develop habits that ~~will~~ help ensure a successful experience at the college of their choice. ~~They will~~Students also 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~~today's workplace as academic qualifications (Daniel Goleman, *Emotional Intelligence*). The goals of ~~the~~our program are to improve social and professional relationships, ~~to~~ foster ~~mutual cooperation among students and teachers in solving problems, to~~cooperative learning environments, have students develop a stronger sense of belonging ~~to~~within the school and ~~the~~ community, ~~to~~ foster cross-cultural sensitivity among students ~~and respect for life~~, and to develop a sense of self-empowerment ~~self-empowerment~~ in making healthy life choices. After a careful review of ~~existing~~evidence backed frameworks, Summit ~~has~~Public Schools adopted the Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016) and embedded it in our model. The Building Blocks framework integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner. This framework includes the development of skills in five categories:

- Healthy Development (Attachment, Stress Management, Self-Regulation);
- School Readiness (Self-Awareness, Social Awareness/Relationship Skills, Executive Functions);

- Mindsets for Self and School (Growth Mindset, Self-Efficacy, Sense of Belonging, Relevance of School);
- Perseverance (Resilience, Agency, Academic Tenacity); and
- Independence and Sustainability (Self-Direction, Curiosity, Civic Identity)

Summit Tahoma ~~The~~ faculty ~~will consist of **highly**~~are **high performing, highly qualified teachers who are well supported**. ~~Teachers will hold appropriate teaching certifications and be encouraged to pursue National Board for Professional Teaching Standards Certification within their first five years at SPS: Tahoma.~~ Professional development, teacher planning time, and other opportunities for collaboration ~~will be~~are scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, ~~SPS:~~Summit Tahoma ~~will ensure~~ensures collaborative planning time for teachers to ~~design interdisciplinary~~calibrate across subjects and help find natural connections in the curricula, so that students will be able to make connections across the subjects~~,~~ and thereby deepen their conceptual understanding of content. ~~Having a diverse faculty is essential to serving a diverse student population effectively. During the 20-21 school year, 70% of staff who chose to identify at Summit Tahoma identify as people of color.. We are continuing to work with urgency to recruit a diverse staff with representation from the communities where we work as well as staff who are committed to and competent in creating a diverse, equitable, and inclusive school community. To ensure that our faculty members are properly equipped to serve a diverse student population, we provide professional development to all faculty to ensure that they are supportive, culturally competent, and can facilitate conversations about identity, equity, and privilege.~~
Additionally, all employees at Summit Tahoma create their own adult PLP for the year in collaboration with their manager.

~~There will be an~~We place great emphasis on **culture and professional development**. ~~The culture of the school will be that of~~We are 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~~enhances 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:~~Summit Tahoma recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, ~~SPS:~~Summit Tahoma ~~will employ~~employs 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~~provides opportunities for all students to learn academic content at high levels of conceptual understanding.

Targeted Universalism & Differentiated Instruction: Targeted universalism functions to set important, organizationally inclusive goals that are achieved through targeted methods. This approach to teaching addresses the varying needs of each student group while maintaining a

community with common goals for achievement.

~~Differentiated Instruction:~~As part of this process we equip teachers to provide differentiated instruction. Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Teachers ~~will be~~are trained to effectively develop and deliver curriculum to a heterogeneous group of students, such that each student is receiving the instruction most appropriate given his or her demonstrated needs and interests.

~~SPS:~~Summit Tahoma ~~will employ~~has embedded many structures to help teachers ~~differentiate their instruction~~employ targeted universalism, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods. ~~SPS:~~Summit Tahoma's skill- and project- based learning model allows teachers to assess their students' progress on various skills and tailor their projects' content to best meet each student's zone of proximal development. Students ~~will~~are also ~~be~~ provided ~~with~~ multiple modes to acquire knowledge and skills, based on their prior preparation and learning style, including online resources, projects, coaching, and more. Other strategies that teachers ~~will~~ utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-modal curricular resources.

***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~~ Instruction: Projects ~~will~~ link the curriculum content with students' ~~real world~~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~~is used as a tool throughout a student's experience at ~~SPS:Tahoma~~Summit Tahoma to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, both at ~~SPS:~~Summit Tahoma and at other schools or organizations, and as another vehicle through which a student can express ~~his or her~~their knowledge and understanding of content. Summit Public Schools is taking great care to evaluate emerging technologies with secure and closely monitored pilots as we continuously seek ways to improve our student and educator experience and learner outcomes.

Workshop Model: Teachers at Summit use the workshop model to introduce new concepts~~,~~ and provide additional support to students struggling with difficult ones. This approach is favored because it allows students to learn by doing~~, as~~; the teacher explains and models the skill or concept and students subsequently engage in guided and then independent practice.

Socratic Seminars: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. ~~SPS:~~ Summit Tahoma teachers ~~will~~ utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success.

Complex Instruction: Complex Instruction evolved from ~~over~~more than 20 years of research at the Stanford Graduate 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:~~Summit Tahoma students is included in ~~**Appendix D**~~**APPENDIX C** – Narrative Description of a Typical Day for a Student.

Curriculum

The curriculum at ~~SPS:~~Summit Tahoma ~~will offer~~offers a foundation of academic content knowledge in six core content areas, and ~~poise~~prepare students to enter a college or university with the academic literacy and higher-order thinking skills required for ~~post secondary~~post-secondary education. The curriculum is aligned with the Common Core State Standards for English Language Arts & Literacy and Mathematics, the Next Generation Science Standards, California State History Standards, and the College, Career, and Civic Life (C3) History Framework. All 9-12 core courses meet the University of California/California State University A-G requirements. All AP 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. Summit Tahoma recognizes the importance of regular physical education in adolescent development and regular physical education is part of the middle school curriculum.

~~Upon completion of SPS:~~By completing Summit Tahoma's graduation requirements, students will ~~have exceeded~~exceed the University of California's ~~a-g~~A-G subject requirements. Students and parents ~~will be~~/guardians are informed ~~of~~about how each course ~~taken meets~~fulfills graduation and college entrance requirements and transfers to other public high school programs ~~via the Student and Parent Handbook that will be provided each school year and upon new student enrollment and posted on the school website. ***A copy of the policies are included in Appendix AA.***~~. Parents and guardians receive this information directly from their student's mentor as part of the annual Personalized Learning Plan (PLP) process described above, including a review of how each course applies toward UC/CSU A-G eligibility and how it would transfer if the student enrolls in another public high school. Before entering twelfth grade, every student and family also receives information about the Free Application for Federal Student Aid (FAFSA) and the California Dream Act Application, delivered through the college and career planning process described above and reinforced at Parent Education Nights, which address financial aid as a standing topic.

Core Academic Coursework: Students ~~will be~~are required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, ~~history/social sciences, mathematics, the natural sciences, language~~History/Social Sciences, Mathematics, Sciences, Language other than English, and ~~visual and performing arts. SPS:~~Visual and Performing Arts. Summit Tahoma's core course requirements will exceed those of the University of California A-G requirements.

Advanced Placement Exams: Students ~~will be~~are expected to prepare for and pass at least one AP exam. Preparation will include coursework as well as some teacher directed independent learning.

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

Approved Courses: All courses offered at ~~SPS:~~Summit Tahoma in the six core subject areas will be approved to meet ~~the school's~~Summit Tahoma's graduation requirements. Additionally, students may seek administrative approval ~~for~~to enroll in online distance learning courses, community college courses, or high school courses from other institutions to be ~~accepted as meeting the school's~~applied towards Summit Tahoma's graduation

requirements. Outside courses will only be ~~considered~~accepted as meeting Summit Tahoma's graduation requirements if they are college preparatory, comparable to the courses taught at ~~SPS:~~Summit Tahoma, and taught by an accredited institution. Approval for such courses must be obtained from the Executive Director prior to the commencement of the course.
Revisions to the list of courses offered by ~~the institution~~Summit Tahoma will be made based on a ~~continual~~continuous improvement process that involves, among other things, analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the ~~school. SPS:~~Charter School. Summit Tahoma intends to ~~teach~~offer the following courses at this time.:

~~Each course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. . **Sample course descriptions from each subject area are contained in Appendix E.**~~

High School:

~~a -~~ **Social Science**

- ~~World Studies I~~American Histories and Cultures
  - ~~World Studies II~~
- ~~Modern~~ World History ~~II~~
  - ~~Holocaust and Genocide: an In- Depth Study~~
- AP United States History
- AP ~~&~~United States Government and Politics ~~United States~~
  - ~~AP US History~~

~~b –~~ **English**

- English 9
- English 10
- AP English Language and Composition ~~AP~~
- AP English Literature and Composition ~~AP c – Mathematics~~

Mathematics

- Math I
- Math II
- Math III~~/Pre-Calculus~~
  - ~~Modeling and Statistical Reasoning~~
  - ~~Pre-Calculus~~
  - ~~Geometry~~
  - ~~Finite Math~~
- AP Statistics
  - ~~AP Computer Science A~~
- AP Calculus AB
  - ~~Algebra I~~
  - ~~Algebra II~~

~~d –~~ **Laboratory Science**

- Biology/ Life Sciences
- Physics
  - ~~Physics in the Universe~~
  - ~~The Living Earth~~
  - ~~Integrated Science I~~
  - ~~Chemistry in the Earth System~~
- Chemistry
- ~~Biology~~AP Environmental Science

~~Environmental Science AP e –~~ **Language other than English**

- Spanish I
- Spanish II
- Spanish III
  - ~~Spanish for Native Speakers I~~
  - ~~Spanish for Native Speakers I~~
- AP Spanish Language ~~AP~~

~~Spanish Literature AP f –~~ **Visual and Performing Arts**

- ~~Introduction to Visual Art~~
- ~~Intermediate Visual Art~~
- ~~AP Studio Art~~
- ~~Film and Video Production~~
- ~~Introduction to Dramatic Arts~~
- Dance ~~I~~1[1]

- ~~Drama I~~
- ~~Multimedia Political Journalism~~
- ~~Musical Theatre- Intermediate Level~~
- ~~Photography I~~

Each course listed above is a one-year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. **Sample course descriptions from each subject area are contained in APPENDIX E.**

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

- ~~•~~ Complete the following number of approved year-long courses with a C- grade or better:
  - ~~o~~ 4 History / Social Science
  - ~~o~~ 4 English
  - ~~o~~ 4 Mathematics
  - ~~o~~ 4 Laboratory Science
  - ~~o~~ 2 Language other than English
  - ~~o~~ 1 Visual and Performing Art
- ~~•~~ Received credit for the following number of year-long courses or equivalent experiences:
  - ~~o~~ 3 ~~Elective~~Electives

Additionally, graduates will pursue the following outcomes:

- ~~•~~ Complete with a C- or better the courses that are UC/CSU entrance requirements (~~a-g~~A-G) for college admission~~,~~ by demonstrating mastery in the skills and standards referenced in ~~Appendix~~**APPENDIX E.**
- ~~• Apply to and be accepted for admission to at least one four year college or university~~

Graduation requirements may ~~need to~~ be modified over time; provided, however, that ~~the modified graduation requirements will be~~any changes must remain equal to or greater than the ~~graduation~~minimum requirements mandated by the California Department of Education ~~. Such changes may be made on approval of~~and must be consistent with options permitted under the California Education Code. Such options include, but are not limited to, mastery-based grading and other grading systems authorized by law (e.g., Education Code §§ 49066 to 49067 [teacher authority and grade changes], § 51225.3 [minimum high school graduation requirements], and § 56026.12 [alternative diploma pathways for students with disabilities]). Any such modifications may be approved by the Summit Public Schools ~~CEO~~Chief Executive Officer in consultation with the ~~Superintendent,~~ Chief Academic Officer~~,~~ and Executive Director.

The Executive Director will have discretion, to the extent permitted by law, to adjust the graduation requirements for ~~a particular student~~individual students when necessary and appropriate ~~in order to align with that student's Individualized Education Program or other identified and documented needs. When a student transfers into the school~~. For students who transfer into Summit Tahoma after the first semester of 9th grade, the Executive Director ~~will have discretion to~~may determine how ~~to allocate credit towards graduation based on the student's~~ prior coursework ~~and how to~~will be credited towards graduation and may adjust the student's course sequence to ensure the student is ~~UC-eligible~~UC/CSU-eligible if the full Summit graduation requirements cannot be completed.

~~Common Core~~Standards Alignment

To fulfill our commitment to student readiness, Summit Public Schools ~~is committed to ensuring that all students succeed in college, their careers, and in life, and embraces the Common Core's alignment to college and career expectations~~intentionally aligns its full academic program, core course sequences, and internal assessment systems with California state standards. Like the Common Core, Summit Public Schools ~~emphasize cognitive~~emphasizes skills and habits of success alongside content knowledge, in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce. To achieve this, Summit embraces the Common Core's alignment to college and career expectations and implements curriculum that not only meets but exceeds Common Core Standards and Shifts to raise expectations across multiple areas of students' educational experience including instructional materials, classroom practice, and assessment.

~~As a result, SPS has been a leader in the work of transitioning to the new standards and assessments, partnering~~This also means that Summit partners with top educators and institutions ~~from~~ across the country to develop curricula and rubrics that ~~align with the new standards and best equip students to be prepared for college. Every SPS teacher is trained on the implementation of Common Core~~ work to best prepare students for success after high school. Summit's curriculum is aligned with the Common Core State Standards for English Language Arts & Literacy and Mathematics, the Next Generation Science Standards, California State History Standards, and the College, Career, and Civic Life (C3) History Framework. Every teacher at Summit is trained in implementing the standards for each core academic area using best practices ~~and many are now training other teachers on the use of these resources~~to ensure consistent, high-quality instruction.

Materials

As outlined above, ~~SPS~~Summit Public Schools has partnered with a number of leading educators and institutions across the country to identify the most effective and appropriate teaching materials for implementing its Common Core-aligned curriculum. ~~A~~**An exemplar list of these partners appears in ~~Appendix~~APPENDIX F. Recent course materials lists can be found in ~~Appendix~~APPENDIX E, by course subject**. Materials used may change year to year as they are updated regularly by Summit faculty based on efficacy and relevance.

Annual Goals and Actions in the State Priorities

~~SPS:~~Summit Tahoma will comply with all applicable requirements pursuant to California Education Code ~~§~~section 47605(~~b~~c)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d).

Please refer to ~~the table in Element B~~APPENDIX J for the schoolwide goals for relevant sub-groups and corresponding assessments. ~~The Charter School~~Summit Tahoma will continue to produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code ~~Section 47606.5. The Charter School shall~~ section 47606.5. Summit Tahoma shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Summit Tahoma shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in

developing the LCAP and annual update, and shall hold at least one public hearing to solicit recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the LCAP. Summit

Tahoma will submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code ~~Section~~section 47604.33.
The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to ~~the charter~~this Charter, and ~~shall~~the LCAP will be maintained by ~~the Charter School~~Summit Tahoma at the school site.

Special Populations

Summit Public Schools offer a personalized learning experience that affords ~~each and~~ every student the opportunity to achieve their academic goals regardless of their previous preparation and background.

The very design of Summit Public Schools allows every student to receive an education at their "just right" level: the place where projects and content are challenging enough to push their learning without being so difficult that they become frustrated. This design ensures that all students – including students with disabilities, students who are English Learners, students who are academically low-achieving, and students who are academically high-achieving – receive an education that is tailored to their individual needs.

Academically Low Achieving Students

Overview

Summit Tahoma's goal is for all students to graduate high school prepared for college and their Concrete Next Step after graduation. To reach this goal, Summit Tahoma provides comprehensive support to every student upon enrollment, regardless of their academic background. Summit Tahoma utilizes a Multi-Tiered System of Supports (MTSS) to identify students who require additional academic intervention and to provide increasingly intensive supports based upon student need. Summit Tahoma utilizes multiple measures, including state assessments (such as the California Assessment of Student Performance and Progress (CAASPP) and, where applicable, the English Language Proficiency Assessments for California (ELPAC)), local benchmark assessments, classroom formative assessments, course performance, attendance, and educator observations to identify students who require additional academic support.. Students who perform below grade-level expectations, or who are making insufficient progress to meet grade level by year's end, are provided with targeted interventions as listed in **APPENDIX EE** and resources designed to ensure every student has the opportunity to succeed and thrive academically

~~The faculty of SPS: Tahoma will use regularly administered assessments, such as , SBAC, ELPAC (successor to CELDT) and other externally and internally developed assessments, to identify students who may be academically low-achieving or at-risk at the beginning of the year and on regular cycles throughout the year. Summit's goal is that all students graduate high school ready for college, so students who perform below grade level expectations on these assessments and/or students who are making insufficient progress to achieve grade level by the end of the school year will be targeted for additional support.~~

Educational research and best practices in pedagogy indicate that academically low-achieving and ~~at-risk~~at- promise 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, J. H., Lotan, ~~and Whitcomb 1998~~R. A., & Whitcomb, J. A. (Eds.). (1998). Groupwork in Diverse Classrooms: A Casebook for Educators. New York:

Teachers College Press; and The New Teacher Project. *The Opportunity Makers: How a Diverse Group of Public Schools Helps Students Catch Up—and How Far More Can.* TNTP, 2024. https://tntp.org/publication/the-opportunity-makers). Additionally, academically low achieving and ~~at-risk~~at-promise students benefit greatly from placement in a heterogeneous classroom. ~~Academically~~At Summit Tahoma, academically low-achieving and ~~at-risk~~at-promise students are ~~thoroughly~~fully integrated into the ~~entire student body at the~~ school community and participate ~~fully~~ in ~~all aspects of~~ the entire curriculum. ~~SPS: Tahoma teachers are using the well-researched and documented pedagogical~~Teachers use research-based strategies ~~of~~such as Complex Instruction and heterogeneous group work to support ~~these~~ students in ~~the~~meeting content standards ~~based courses. The student, his/her parent or guardian, and mentor determine what additional supports are needed and should be~~. Students, their caregivers, and mentors work together to identify needed supports, which are accessed through the ~~Summit Learning Platform.. Additionally, online~~learning management system. Online learning and assessment tools ~~will be employed to ensure that students' academic~~help diagnose needs ~~are~~ quickly ~~and accurately diagnosed, and that~~so instruction can be targeted to each student's demonstrated instructional needs.

~~instruction is targeted to the zone of proximal development of each child. Thus, ensuring that students are progressing at their optimal learning pace, utilizing materials that are most appropriate for each student's learning needs, and providing learning experiences that promote high engagement in the material are cornerstones of the academic program at SPS: Tahoma. During Personalized Learning Plan Meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available and a plan is created to best support the student. These supports can consist of daily~~Core supports may include daily peer or adult tutoring ~~by peers or adults~~, weekly teacher office hours ~~held by each teacher, subject specific~~, subject-specific workshops ~~tore-teach previously learned concepts or material~~, and one-on-one ~~and small group~~or small-group sessions ~~with the teacher~~ during ~~the~~ Expedition periods. Each student's progress is ~~regularly~~closely monitored by ~~his/her mentor~~their mentor, and during PLP meetings families are informed of available supports and a plan is created to best meet the student's needs.

The following ~~list~~section provides examples of the methods by which ~~SPS:~~Summit Tahoma will use to accelerate the growth of its academically low achieving and/~~at risk~~or at-promise students. These services are available to all ~~SPS:~~Summit Tahoma students. ~~**Appendix**~~In addition, **APPENDIX G** summarizes a comprehensive list of supports and services and related faculty expectations and supports in *A Summary of Typical Support Systems*. ~~**Appendix D**~~ **APPENDIX C** includes a narrative description of a typical daily experience for an academically low achieving / at ~~risk~~promise student.

Faculty Habits and Content Development Time

Summit Tahoma implements a Student Support Block to support academically low achieving students. Student Support Block is an hourly framework designed to provide targeted interventions and accelerated services to students based on data-informed decisions from core classes, ensuring students do not miss essential instruction. This strategic period focuses on identifying and addressing the priority needs of students to foster their academic growth. During this time, Summit Tahoma offers:

- **Learning Centers for Students with Disabilities**: Learning Centers offer specialized support to meet the unique learning needs of students with disabilities.
- **Designated English Language Development**: Targeted English language support is provided to help English Learners master language skills.

Content and Skill Development: Student receive target instruction on skills and content in academic coursework

Evidence Based Interventions: Students identified through MTSS may receive evidence-based literacy and mathematics interventions appropriate to their demonstrated instructional needs. Evidence based interventions may involve, among other things, targeted tutoring sessions using research-backed teaching methods tailored to the student's learning style and needs. Regular assessments are conducted to monitor progress and adjust the intervention as necessary, ensuring that the student receives effective support based on proven strategies.

Data Analysis Tools: These tools assist teachers in grade-level meetings to identify the specific interventions needed for each student. By showing the mastery level of each student in grade- level standards, teachers can dynamically allocate interventions on a continuous improvement cycle, following a small cycle intervention process similar to the PDSA (Plan-Do-Study-Act) cycle. Additionally, this tool assists staff in ensuring that interventions are appropriately coordinated for students receiving special education services or English Learner services.. It aids in scheduling services efficiently to avoid conflicts and ensures that the most vulnerable student groups receive priority in intervention planning.

This comprehensive approach within the Support Block aims to provide additional, focused support to our students, leveraging structured interventions and real-time data to enhance the educational outcomes.

~~For approximately three hours each week, the student's classroom teachers~~In addition to Support Block, mentors hold Habits and Content Development~~, which is a 45-minute block of time at the end of each day~~ on a daily basis, which offers students an opportunity to ~~practice and~~ develop ~~key habits~~executive functioning, organization, study skills, and self-directed learning strategies that will allow them to study for, learn, and master content. During this time, students practice key aspects of the Self-Directed Learning Cycle while focused on a specific course's content ~~with the support of the course's teacher. Each student will have one block of Habits and Content Development for each of their English, History, Math, and Science courses each week.~~.

~~**Tutoring**~~

~~On a daily basis, SPS:~~Daily, Summit Tahoma students have the opportunity to access one-to-one support from their teachers as well as from peer tutors. They may seek individual support from teachers and/or peer tutors during Self-Directed Learning Time or during ~~Habits and Content Development~~Student Support Block. Tutors provide support on current assignments and course work and on remediation work to help develop missing skills and poor academic literacy. Students often commit to participation in tutoring and self-directed interventions in their ~~personalized learning plan~~Personalized Learning Plan.

Summit Tahoma regularly monitors the effectiveness of its academic intervention program using multiple measures, including course grades, benchmark assessments, CAASPP results, graduation progress, attendance, and other indicators of student growth. Intervention strategies are adjusted based upon student performance data and ongoing review through the school's MTSS process.

Expeditions

Expeditions play an essential role in realizing the mission of Summit Public Schools by offering engaging, relevant, and meaningful ~~electives, enrichment opportunities, and experiences~~

~~to~~experiences, internships, and exposure to postsecondary pathways that prepare our students for success in college, career, and life. The Expeditions program creates ~~environments that~~the environment to provide young people exposure to various career fields, opportunity to explore career pathways of interest, and ultimately the framework to pursue a Concrete Next Step in life after high school. Expeditions experiences build student character and promote deep engagement in learning. ~~Expedition courses~~Expeditions experiences require students to apply their knowledge from their core academic classes, experience real-world contexts, solve problems that require a multi-disciplinary mindset, and explore interests in ~~arts, performances, and hands-on activities.~~

potential career fields. Staff draw from the CDE's model curriculum standards to inform content and structure, while ensuring that the program remains responsive to student interests and community needs. Through the Expeditions program, students will develop ~~cognitive and non-cognitive skills while learning the content in areas such as the Arts, Technology, Media Studies, Health & Wellness, Leadership & Social Change, and Future Planning. Additional information can be found in **Appendix J**.~~real world skills and gain workforce development experience in fields such as:

Agriculture and Natural Resources	Health Science and Medical Technology
Arts, Media, and Entertainment	Hospitality, Tourism, and Recreation
Building and Construction Trade	Information and Communication Technologies
Business and Finance Education	Manufacturing and Product Development
Child Development, and Family Services	Marketing Sales and Service
Energy, Environment, and Utilities	Public Services
Engineering and Architecture	Transportation
Fashion and Interior Design	

The Expeditions program is organized into career clusters, which are structured pathways that align student learning with real-world industries and postsecondary opportunities. Each cluster, such as Healthcare, Engineering & Technology, or Arts & Media, offers students deep, hands-on experiences that connect academic skills to career readiness. Summit designed this structure to ensure that students build relevant competencies, earn industry-aligned credentials, and gain early exposure to the professions shaping our region's future. By clustering its Expeditions offerings in this way, Summit Tahoma creates meaningful, purpose-driven learning that prepares students for both college and career, while offering a distinct value-add to the district's broader educational ecosystem. The following experiences are reflective of options we expect to be available to students during a given school year.

- **Design, Engineering & Technology:** Summit Tahoma's Design, Engineering & Technology Expeditions give students rigorous, hands-on introductions to a range of technical and innovative fields, including coding, mechanical engineering, rocket science, entrepreneurship, and textiles and manufacturing. Through project-based learning, students apply principles of design thinking, problem-solving, and innovation as they develop, test, and refine their ideas. These experiences build both technical and creative confidence, helping students become problem-solvers, makers, entrepreneurs, and systems thinkers. Students engage with real-world challenges and gain early exposure to the skills and practices used across engineering, technology, manufacturing, and business fields. Together, these Expeditions provide students with meaningful opportunities to explore potential career pathways while building a foundation for further study and future careers in rapidly evolving industries.
- **Arts & Media:** Summit Tahoma's Arts & Media Expeditions give students hands-on opportunities to explore creative industries through experiences such as mixed media art, music production, experiential storytelling through Xperiential Storytelling, and film and media arts through MACLA (Movimiento de Arte y Cultura Latino Americana). Through project-based learning and partnerships with local arts organizations and industry professionals, students develop creative and technical skills while gaining exposure to the wide range of careers connected to arts, media, and entertainment. These experiences encourage students to bring their ideas to life through different mediums, build confidence in their creative abilities, and develop skills in collaboration, communication, storytelling, and production. Together, these Expeditions provide students with meaningful opportunities to explore potential career pathways while building a foundation for further study and future careers across creative industries.

- **Healthcare:** Summit Tahoma's healthcare-focused Expeditions provide students with meaningful, hands-on pathways into one of the region's most in-demand industries. Through experiences in Medical Technology, volunteer opportunities at the VA Hospital, and a STEM internship at Stanford where students shadow and support Ph.D. candidates with research and laboratory work, students gain direct exposure to a variety of healthcare, medical, and research careers. These experiences allow students to build relevant skills, learn alongside professionals, and better understand the education and training required for different pathways within the healthcare field. Together, these experiences prepare students to make informed decisions about further study and future careers in healthcare, medicine, and scientific research.
- **Internships:** The culminating experience for the Expeditions Program - Summit

Tahoma's internship program provides students the professional skills typical to internship programs - resume building, cover letters, interviews, professional dress, etc. by placing them in internships within their community. Currently students have the opportunity to work with city government, tech companies, the police, and business leaders amongst others. It is not uncommon for a student to become interested in an internship after an experience in another Expeditions experience!

Self Directed Learning Time

During the school year, students have one daily period in which they complete their homework with the support of student study groups and an adult faculty member. During this time, students may also access adaptive support to support development in literacy and numeracy, through tools such as Khan Academy and Reading PlusTeach to One Roadmaps and Coursemojo.

Faculty Discussions / Interventions / Individual Plans

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

School administrators, Allall grade level teachers and mentors meet with at-riskat-promise students and their parents/guardians when necessary, throughout the semester in "intervention" meetings.

The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the students, parents/guardians, and teachers. The student's mentor monitors the plan to ensure that it is followed as well as student progress. Progress monitoring is individualized and may include monitoring the student's Personalized Learning Plan progress on their PLP, grades, standardized assessments, and teacher reports. The student's mentor will continue to monitor progress even once the student has achieved his/hertheir targets in order to ensure continued growth.

Academically High-Achieving Students

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

All Summit Tahoma courses are personalized and differentiated in order to meet the needs of diverse learners. The vast majority of incoming 9th graders are appropriately challenged by Math I. However, it may be appropriate for some incoming 9th graders to start their math sequence in Math II. Summit Tahoma shall comply with all applicable requirements of the California Mathematics Placement Act of 2015 (Education Code section 51224.7).

In order to be eligible to take Math II as a 9th grader, students must:

- Express preference to accelerate in their math sequence.
- Score in the top percentiles of the Measures of Academic Progress (MAP) test which is administered to all incoming freshmen within the first month of school.
- Demonstrate proficiency of Algebra and Geometry concepts as well as math problem-solving strategies on a Diagnostic Placement Exam to be administered

within the first two weeks of school.

If a student is placed in Math II as a 9th grader, ~~s/he will likely take~~their typical sequence would include Math III in 10th grade, AP Calculus AB in 11th grade, and AP Statistics in 12th grade. ~~Finally, SPS:~~Summit Tahoma'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 D~~**APPENDIX C**.

English Learners

Overview

~~SPS:~~Summit Tahoma will ~~meet~~comply with all applicable legal requirements for English Learners as it pertains to annual notification to parents/guardians, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing ~~requirement. SPS: Tahoma will implement policies to assure~~requirements. Policies will ensure proper placement, evaluation, and clear communication ~~regarding EL's and the rights of students and parents.~~ of student and parent/guardian rights.

Home Language Survey

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

ELPAC Testing

All students who indicate that their home language is other than English will be screened on the Initial ELPAC ~~tested~~ within thirty days of initial enrollment or up to 60 calendar days before enrollment (but not before July 1) if administered before enrollment. and at least annually thereafter ~~between July 1 and October 31st~~during the State's annual Summative ELPAC testing window until re-designated as fluent English proficient.

~~SPS:~~Summit Tahoma will notify all parents and guardians of its responsibility for ELPAC testing and of ELPAC results ~~within thirty days of receiving results from the publisher~~in accordance with state and federal law. The ELPAC ~~shall~~will be used to fulfill the requirements for annual English proficiency testing.

Faculty Input

Students are assigned to a faculty mentor at the beginning of the school year. These mentors spend a significant amount of time with each student and use this time to gain additional insight about each student. These ~~insights can~~observations may be used to inform ~~identification of~~instructional supports for English Learners and to identify students who may require ~~an EL designation and appropriate support~~additional academic or language development interventions.

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~~ELPAC. ELPAC Overall Performance Level 4 was approved by the State Board of Education as the statewide standard for this criterion.

- 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~~parent's opportunity to participate, ~~and~~as well as 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.

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

Students who are reclassified as Redesignated Fluent English Proficient (RFEP) shall be monitored for at least four years following reclassification in accordance with state law.

Strategies for English Language Learner Instruction and Intervention

~~The school~~Summit Tahoma will serve ~~EL students at the school site~~English Learners identified through ~~self identification or~~Initial ELPAC testing, ~~at the Charter school site~~ through a Structured English Immersion program at the charter school site. Under this program, ~~the EL student is enrolled in a regular class - where they will be able to access the same core curriculum as other students in their grade level - and receives supplementary instruction in order to learn English.~~ ~~**Appendix D**~~English Learners shall receive integrated English Language Development throughout the instructional program and designated English Language Development appropriate to their English proficiency level, while participating in rigorous grade-level instruction aligned to the California content standards. Teachers providing instruction to English Learners shall possess the appropriate English Learner authorization required by California law. **APPENDIX C** includes a narrative description of a typical daily experience for an EL student, and ~~**Appendix I**~~**APPENDIX H** details strategies that may be used for EL instruction and intervention, specific materials and texts that may be used in support of these strategies, how the student progress and the program itself will be monitored for effectiveness ~~and~~, how ~~student progress will be monitored,~~ EL professional development will be provided for teachers, and the role of the EL Coordinator.

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Summit Tahoma shall evaluate the effectiveness of its English Learner program using multiple measures, including ELPAC results, English Learner progress indicators, reclassification rates, academic achievement, graduation outcomes, and stakeholder input, and shall modify the program as appropriate.

~~Serving~~ Students with Disabilities

Overview

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

- It is understood that all children will have access to ~~the Charter School~~Summit Tahoma and no student shall be denied admission due to disability.

- ~~The Charter School shall~~Summit Tahoma will comply with the Individuals with Disabilities ~~in~~ Education Improvement Act of 2004 (~~"IDEIA" or "~~"IDEA"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act of 1990 ("ADA").

- ~~The Charter School shall~~Summit Tahoma will be solely responsible for compliance with Section 504 and the ADA.

- ~~The Charter School~~Summit Tahoma agrees to implement a Student ~~Study Team Process, a regular education function which shall monitor and guide referrals for~~Support Team process, an important general education intervention process, which shall not be used to delay, deny, or condition a referral for evaluation under either Section 504 ~~and special education services~~or the IDEA.

- ~~SPS:~~Summit Tahoma has been deemed an LEA and a member of ~~a~~the El Dorado County Charter Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code ~~Section 47641(a). SPS: Tahoma shall~~ section 47641(a). Summit Tahoma reserves the right to seek membership in another SELPA, and such change shall not constitute a material revision of this charter.

~~•~~ Summit Tahoma will seek the District and County's support in the provision of data or information in ~~SPS:~~Summit Tahoma's pursuit of or continuation of membership in a SELPA as an LEA. When ~~the school~~Summit Tahoma is an LEA~~,~~ and a member of a SELPA, ~~the Charter School~~Summit Tahoma shall be solely responsible for compliance with the ~~IDEIA~~IDEA and the costs thereof. Summit Tahoma complies with applicable law and the published policies of the SELPA of which it is a member.

~~• If the Charter School does not have membership in a SELPA as an LEA, the Charter School shall be deemed a public school of the authorizer that granted the charter pursuant to Education Code Section 47641(b) and shall work jointly with the SCCOE to ensure full compliance with the IDEA as further described below.~~

Section 504 of the Rehabilitation Act

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

~~be~~Summit Tahoma. Summit Tahoma will ensure that its programs, services, activities, facilities, communications, and technology are accessible ~~for all students~~to qualified individuals with disabilities ~~in accordance with~~as required by Section 504, Title II of the Americans with Disabilities Act~~.~~ as applicable, and their implementing regulations. Summit Tahoma agrees and acknowledges that individuals with disabilities under Section 504 include (i) persons with a physical or mental impairment which substantially limits one or more major life activities, (ii) persons with a record of such an impairment, or (iii) persons regarded as having such an impairment. Students determined to be qualified individuals with disabilities under Section 504 shall receive a free appropriate public education ("FAPE"), including regular or special education and related aids and services designed to meet their individual educational needs as adequately as the needs of nondisabled students are met, consistent with Section 504 and its implementing regulations. Depending on the student's individual needs, services may be provided through a Section 504 Plan and/or Individualized Education Program (IEP) under the IDEA, as appropriate.

Summit Tahoma shall evaluate any student who, because of disability, needs or is believed to need regular or special education or related aids and services before taking any action with respect to the student's initial placement under Section 504. A 504 team will be assembled by the Executive Director, or administrative designee, and shall include ~~the parent/guardian, the student (where appropriate) and other qualified~~a group of persons knowledgeable about the student, the meaning of the evaluation data, and the placement options~~, and accommodations~~. Parents or guardians, and the student when appropriate, shall be invited to participate in all Section 504 meetings. 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 ~~IDEIA~~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~~shall review and consider evaluation information from a variety of sources, to 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~~will also consider the following information in its ~~evaluation~~consideration:

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

Eligibility shall be determined without regard to the ameliorative effects of mitigating measures,

except ordinary eyeglasses or contact lenses. The final determination of whether the student will or will not be identified as a person with a disability who requires accommodations under Section 504 is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the ~~IDEIA~~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~~will 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~~will 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~~Summit Tahoma's professional staff.

The 504 Plan ~~shall~~will 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~~Appropriate school personnel responsible for implementation shall have access to the student's Section 504 Plan and shall be informed of their responsibilities. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that ~~he/she reviews~~they 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~~Reevaluation shall occur periodically and before any significant change in placement. Attached as ~~**Appendix L**~~**APPENDIX I,** please find the ~~SPS:~~Summit Tahoma 504 policy, ~~Administrative~~504 Procedures and 504 Parent ~~Rights Form~~Notification.

Services for Students under the IDEA

~~SPS:~~Summit Tahoma ~~intends to provide~~provides 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:~~Summit Tahoma holds SELPA membership as an LEA.

~~SPS: Tahoma 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: Tahoma holds SELPA membership as an LEA.~~ Should that change, ~~SPS:~~Summit Tahoma ~~shall~~will become, by default, a public school of the authorizer, SCCOE, for purposes of Special Education purposes pursuant to Education Code ~~Section~~section 47641(b).

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

Services for Students under the IDEA ~~if the School is a public school of the SCCOE~~for Summit Tahoma (as an LEA and Member of SELPA)

~~As stated above, SPS:Tahoma~~Summit Tahoma is a member of ~~the el~~El Dorado County ~~Charter~~

SELPA. ~~SPS:~~Summit Tahoma reserves the right to seek membership in another SELPA, and such change shall not constitute a material revision of this charter. The following language applies while ~~SPS:~~Summit Tahoma is an LEA and member of the SELPA pursuant to Education Code ~~Section~~section 47641(a):

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

As a member of the SELPA, Summit Tahoma shall be solely responsible and liable for providing special education services under the IDEA with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to Summit Tahoma. Summit Tahoma will comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, Summit Tahoma will receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, Summit Tahoma will be solely responsible for all special education costs which exceed State and Federal special education revenue and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

~~As a public school of the SCCOE, solely for purposes of providing~~Summit Tahoma will provide special education instruction and related services ~~under the IDEIA pursuant to Education Code Section 47641(b),~~ in accordance with the IDEA, Education Code ~~Section 47646 and 20 U.S.C. 1413, SPS:~~ requirements, and applicable policies and practices of the SELPA.

Summit Tahoma ~~seeks~~will provide services ~~from the County Office of Education~~ for special education students enrolled in ~~SPS: Tahoma in the same manner as is provided to students in other County schools. SPS:~~Summit Tahoma. Summit Tahoma will follow ~~the County Office of Education and~~ SELPA policies and procedures~~,~~ and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. ~~SPS: Tahoma will comply with the County Office of Education protocol as to the delineation of duties between the County Office of Education central office and the local school site in providing special education instruction and related services to identified pupils. SPS: Tahoma will request an annual meeting between SPS: Tahoma and the County Office of Education to review special education policies, procedures, protocols, and forms of the County Office of Education and the SELPA and County protocol, to ensure that SPS: Tahoma and the County Office of Education have an ongoing mutual understanding of County protocol and will facilitate ongoing compliance.~~

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

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

Staffing

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

It is SPS: Tahoma's understanding that the CountySummit Tahoma will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the County directs SPS: Tahoma that current County practice is for the individual school sites to hire site special education staff or the County and SPS: Tahoma agree that SPS: Tahoma must hire on-site special education staff. In that instance, SPS: Tahoma shallrelated service providers. Summit Tahoma will ensure that all special education staff hired or contracted by SPS:

Summit Tahoma is qualified pursuant to County and SELPA policies, as well as meet all legal requirements. The County may review the qualifications of all special education staff hired by SPS: Tahoma (with the agreement of the County) and may require pre-approval by the County of all hires to ensure consistency with County and SELPA policies. The County shallappropriately credentialed, licensed, or otherwise qualified under federal and California law and SELPA requirements. Summit Tahoma will be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, school counselors, speech therapists, occupational therapists, vision and hearing itinerants, nursing services, behavioral therapists, and school psychologists.

Notification and Coordination

The Charter School shallSummit Tahoma will follow CountySELPA policies as they apply to all CountySELPA schools for responding to the implementation of special education services. The Charter SchoolSummit Tahoma will adopt and implement County policies relating to notification of the County Office of Education for all special education issues and referrals.

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

SPS: Tahoma shall follow County policies as they apply to all County schools for notifying County personnel regarding the discipline of special education students to ensure County pre-approval prior to imposing a suspension or expulsion. SPS: Tahoma shall assist in the coordination of any communications and immediately act according to County and SELPA policies relating to disciplining special education students.

Identification and Referral

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

Student Success Team process shall not be used to delay, impede, or deny a prompt referral for a special education evaluation when a disability is suspected. A written request for special education evaluation, whether initiated by school staff or by a parent/guardian, immediately triggers statutory timelines, and Summit Tahoma will follow all legal mandates for a timely response.

Summit Tahoma will follow Child Find procedures to identify, locate, and evaluate all students who are suspected of having disabilities and who may require special education and related services. General education interventions may be considered, but shall not be used to delay or deny a referral for special education assessment when a disability is suspected.

Upon the commencement of the Charter School's school year, all students may be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, the Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty may then convene the Student Study Team for that student.

Students possibly in need of special education may be initially identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general education program.

For students who are identified as possibly needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and the student's mentor and/or other appropriate faculty will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they may recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

If a student enrolls at the Charter School with an existing IEP, the Charter School will notify its authorizer within 5 days of enrollment. An IEP meeting will be convened by the County within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the Charter School shall work with its authorizer and/or SELPA to implement the existing IEP at the Charter School or as otherwise agreed by the parent/guardian.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. The Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days of receipt of the written request and shall hold an IEP meeting within sixty days of parent's consent to the assessment plan to consider the results of any assessment. The Charter School will notify its authorizer of the assessment request within 5 days of receipt.

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

~~Charter School student records and information in order to serve all of Charter School's students' special needs.~~

~~The Charter School will follow County 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 ~~IDEIA~~IDEA, as provided in Section 1414, Title 20 of the United States Code. ~~the County Office of Education~~Summit Tahoma will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with ~~the County Office of Education's general practice and procedure and~~ applicable law.

Summit ~~SPS:~~ Tahoma ~~shall work in collaboration with the County Office of Education to~~will provide a proposed assessment plan within the timelines required by Education Code section 56043. Summit Tahoma will obtain parent/guardian consent to assess Charter School students. ~~SPS: Tahoma shall not conduct special education assessments unless directed by the County Office of Education.~~

IEP Meetings

~~In accordance with the role of the County and the County school sites, the County shall~~Summit Tahoma will arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. ~~SPS:~~Summit Tahoma ~~shall~~will be responsible for having the following individuals in attendance at the IEP meetings ~~or as otherwise agreed upon by the County and Charter School~~: the Executive Director and/or ~~SPS: Tahoma designated~~a Summit Tahoma local education agency ("LEA") representative with appropriate administrative authority as required by the ~~IDEIA~~IDEA; the student's special education teacher ~~(if Charter School employee as opposed to County employee); the student's~~; at least one general education teacher of the student, if the student is or may be in a regular education classroom; the parent(s) and/or guardian(s); the student, if appropriate; ~~and~~if the student was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results; and, if appropriate, other Charter School representatives who are knowledgeable about the regular education program at ~~SPS:~~Summit Tahoma and/or about the student. ~~It is SPS: Tahoma's~~

Summit Tahoma will ~~understanding that the County shall~~ arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, ~~an appropriate administrator to comply with the requirements of the IDEIA,~~ a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide ~~the~~ notice of parental rights.

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

For students transferring to the Charter SchoolSummit Tahoma with an IEP from outside of California during the same academic year, the County Office of Education and the Charter SchoolSummit Tahoma shall provide the pupil with a free appropriate public educationFAPE, including services comparable to those described in the previously approved IEP in consultation with the parents/guardians, until the County Office of EducationSummit Tahoma

conducts ~~and~~an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by ~~the County Office of Education~~Summit Tahoma, and develops a new IEP, if appropriate that is consistent with federal and state law. Within thirty (30) days of receipt of the student's official or unofficial educational records, Summit Tahoma shall either adopt and implement the previously adopted IEP or develop, adopt, and implement a new IEP, as required by Education Code section 56325.

Summit Tahoma shall take reasonable steps to promptly obtain the student's educational records, including the student's IEP and supporting documentation, from the previous educational agency, shall promptly respond to requests for records from another educational agency, and shall accept unofficial records provided by the student's parent or guardian pending receipt of official records, as required by Education Code section 56325.

Students shall be educated in the least restrictive environment appropriate to their individual needs.

Non-Public Placements/Non-Public Agencies

~~The County shall~~Summit Tahoma will be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. ~~SPS: Tahoma shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the County. SPS: Tahoma shall immediately notify the County of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.~~When Summit Tahoma places a student with a disability with a nonpublic school or nonpublic agency provider, Summit Tahoma will verify that the provider is certified by the California Department of Education.

Non-discrimination

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

Parent/Guardian Concerns and Complaints

~~SPS:~~Summit Tahoma ~~shall follow County~~will adopt policies ~~as they apply to all County schools~~ for responding to parental concerns or complaints related to special education services. ~~SPS: Tahoma shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the County unless otherwise directed by the County. SPS: Tahoma shall immediately notify the County of~~Summit Tahoma will receive any concerns raised by parents~~. In addition, the Charter School and the County shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.~~/guardians regarding related services and rights.

~~The County's designated representative, in consultation with SPS:~~Summit Tahoma's designated representative~~,~~ shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. ~~SPS: Tahoma shall allow the County access to all facilities, equipment, students,~~

personnel, and records to conduct such an investigation.

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

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

Notice of Procedural Safeguards; Due Process Hearings

Summit Tahoma will provide parents/guardians with notices of procedural safeguards, including information on the procedure to initiate both formal and informal dispute resolutions, as required by law.

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

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

SELPA Representation

Summit Tahoma understands that it shall represent itself at all SELPA meetings.

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

Funding

Summit Tahoma understands that it will be subject to the allocation plan of the SELPA.

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

Retention of Special Education Funds by the County

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

Retention of ADA Funds by the County for Non-Public Placements

The Parties acknowledge that the County may be required to pay for or provide Charter School students with placements at locations other than at SPS: Tahoma's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other County schools, in a County Office of Education program, in a non-public school, at home, or in a residential program. When such programs or services are provided at County expense, the County shall

be entitled to receive from SPS: Tahoma the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at SPS: Tahoma site.

Contribution to Encroachment

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

Graduation and Competency

The Charter SchoolSummit Tahoma will follow legal requirements and SELPA policies regarding graduation requirements for special education students. The Charter School with disabilities. Summit Tahoma recognizes that students with

disabilities are entitled to a course of study that provides them with a free and appropriate public education ("FAPE") and that modifications to the Charter School'sSummit Tahoma's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and internal assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the level of individualized accommodations and modifications documented in the IEP., on an individualized basis, whether the student will pursue the state minimum graduation requirements, local graduation requirements, or another legally permissible course of study consistent with applicable law. Summit Tahoma will comply with all applicable requirements regarding graduation for students with disabilities, including but not limited to alternative diploma pathways.

Transition Plans

For students beginning no later than when the pupil starts their high school experience or not later than the first individualized education program to be in effect when the pupil is 16 years of age or younger, as appropriate, **the IEP will include appropriate measurable postsecondary goals and transition services needed to assist the student in reaching those goals, as required by IDEA** and California law governing Individual Transition Plans (ITPs)**. This includes measurable postsecondary goals related to education, employment, and independent living, as well as services to help students reach those goals**, and shall be updated annually.

Reporting

Services for Students under the IDEA when the School is an LEA and Member of SELPA

Summit Tahoma will collect, maintain and report information required by the IDEA, which may include: age, grade, type of disability, EL status, the number of students receiving services, types of test modifications and exemptions, settings of service, suspension data, and reasons

for charter exit. All necessary procedures and practices to ensure confidentiality and accurate and timely reporting will be the responsibility of the Executive Director or designee.

Special Education Strategies

SPS: Tahoma is a member of the El Dorado County Charter SELPA. SPS: Tahoma reserves the right to seek membership in another SELPA. The following language applies while SPS: Tahoma is an LEA and member of the SELPA pursuant to Education Code Section 47641(a):

Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the authorizer recited above with respect to identifying, assessing, and serving special education students will default to SPS: Tahoma. SPS: Tahoma shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, SPS: Tahoma shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, SPS: Tahoma shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

The Charter School shall provide special education instruction and related services in accordance with the IDEIA, 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 Office of Education 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 the California Education Code and the IDEIA.

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 SELPA 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 policies 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 IDEIA, 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 Individualized Education Program ("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 Executive Director and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; 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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide 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 at least as frequently as report cards are provided for the Charter School's non-special education students. 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

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

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

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

Non-Public Placements/Non-Public Agencies

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
The Charter School understands 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.

Special Education Strategies

SPS:Summit Tahoma is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. The Charter SchoolSummit Tahoma will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

The Charter SchoolSummit Tahoma will aim to provide special needs students with disabilities with what they need in the least restrictive environment possible, following the continuum of services as indicated by individual student needs. The Charter School will use an "inclusion" model where most services are provided in class. To this end, the Charter SchoolSummit Tahoma may utilize strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, push-ins, and small group work, when appropriate to meet the needs of each student. Pull out classes may also be utilized when students need extra support. All services will be provided in accordance with the student's IEP.More restrictive educational settings may be considered only when the IEP team determines that education in the regular educational environment, with appropriate supplementary aids and services, cannot be satisfactorily achieved. All services will be provided in accordance with the student's IEP. However, if a student's needs as documented on the IEP require a program and/or services that the IEP team determines cannot be met at or by the Charter School, the Charter School will work with the SELPA to provide appropriate placement and/or services.

Graduation and Competency
The Charter School will follow legal requirements and SELPA policies regarding graduation requirements for special education students. The Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for

~~measuring the academic achievement and functional performance of the student on daily instruction and state and internal assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the level of individualized accommodations and modifications documented in the IEP.~~

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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school's educational program."~~"~~ Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all ~~groups of pupils~~pupil subgroups served by the charter school, as that term is defined in ~~subparagraph (B) of paragraph (3) of~~ subdivision (a) of Section ~~47607~~52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served~~, or the nature of the program operated,~~ by the charter school."

-California Education Code ~~Section~~section 47605(c)(5)(B)

Measurable Student Outcomes

~~The School's~~Summit Tahoma's outcomes are designed to align with ~~the school's~~its mission, curriculum, and assessments, the Common Core State Standards ~~for Literacy and Mathematics~~, and the California State Standards for courses offered at ~~SPS:~~Summit Tahoma, and the applicable ~~state~~State priorities described in subdivision (d) of section 52060.

Upon graduation ~~from the School~~, students will have demonstrated the following which indicate their ability to be self-motivated, competent life-long learners. Summit Public Schools believes that to ~~prepare for success in college and then life as contributing members of society~~collectively prepare a diverse community of young people with the skills, knowledge, and habits to attain economic empowerment and success, students must also develop certain habits of success and cognitive skills~~, which are detailed in **Appendix E**~~.

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~~, which is defined as basic or higher proficiency as assessed by an objective rubric~~)~~, of the ~~following~~ skills ~~that will indicate their ability~~needed to meet the ~~(~~ESLRs~~) listed above~~ by earning a passing grade in each of the courses required for graduation. A list of ~~the~~ courses ~~required for graduation~~ and course descriptions ~~created by Summit Public Schools~~used by our teachers ~~can be found in **Appendix**~~is included in **APPENDIX E**. ~~The~~

These required courses and curriculum are aligned to the Common Core State Standards and are designed to develop and assess specific cognitive skills ~~and assess student progress in the development of those skills~~, including, but not limited to, textual analysis, use of sources, inquiry, analysis and synthesis, composition and writing, speaking and listening, and presentation of products. 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~~:~~.

- ~~Textual Analysis (Close Reading)~~
- ~~Using Sources~~
- ~~Inquiry~~
- ~~Analysis & Synthesis~~
- ~~Composing/Writing~~
- ~~Speaking & Listening~~
- ~~Products & Presentations~~

Charter School Outcomes that Align with the State Priorities

Goals, actions, and measurable outcomes aligned with the eight state priorities:

Pursuant to Education Code ~~Sections~~sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of ~~SPS:~~Summit Tahoma's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the ~~Eight~~eight State ~~Priorities~~priorities as

described in Education Code ~~Section~~section 52060(d), can be found in ~~SPS: Tahoma~~ Summit Tahoma's most recent Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending ~~SPS:~~Summit Tahoma, including our numerically significant student subgroups. The metrics associated with these goals help Summit Tahoma to ensure that these specific subgroups are making satisfactory progress and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

~~SPS: Tahoma'~~Summit Tahoma's LCAP identifies the skills, knowledge, and attitudes that reflect our educational objectives and how they are assessed by objective means that are frequent and with sufficient

rigor to determine whether pupils are making satisfactory progress. ~~SPS: Tahoma~~Summit Tahoma's LCAP includes a discussion of its Dashboard performance. A detailed discussion of the ~~SPS: Tahoma~~Summit Tahoma's performance on the Dashboard is included in the section on the renewal standard, above.

Pupil achievement measurements will include the following elements:

- ~~(A)~~ Alignment with state priorities as described in section 52060(d) of the Education Code.

- ~~(B)~~ Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the ~~state~~State board.

- ~~(C)~~ The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University~~,~~.

~~or career technical education sequences or programs of study that align with state board approved career technical educational standards and frameworks,~~

- The percentage of pupils who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with state board-approved career technical education standards and frameworks, including, but not limited to, those described in subdivision (a) of Section 52302, subdivision (a) of Section 52372.5, or paragraph (2) of subdivision (e) of Section 54692.
- The percentage of pupils who have successfully completed both types of courses as described in Education Code section 52060(d)(4)(B)–(D).

- ~~(D)~~ The percentage of English learner pupils who make progress toward English proficiency as measured by the ~~ELPAC~~English Language Proficiency Assessments for California or any subsequent assessment of English proficiency, as certified by the ~~state~~State board.

- ~~(E)~~ The English learner reclassification rate.

- ~~(F)~~ The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.

- ~~(G)~~ The percentage of pupils who ~~participate in, and~~ demonstrate college preparedness pursuant to~~,~~ the Early Assessment Program, as described in Chapter 6 (commencing with Section 99300) of Part 65 of Division 14 of Title 3, or any subsequent assessment of college preparedness.

~~SPS:~~Summit Tahoma ~~shall~~will annually update and develop the LCAP in accordance with Education Code ~~Section~~section 47606.5 and ~~shall~~plans to use the LCAP template adopted by the State Board of Education. ~~SPS:~~Summit Tahoma reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. ~~SPS:~~Summit Tahoma ~~shall~~plans to submit the LCAP to SCCOE annually on or before July 1, as required by Education Code ~~Section~~section 47604.33.

Each of Summit Tahoma's LCAP goals aligns with multiple State Priorities. The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter~~,~~ and shall be maintained by ~~SPS:~~Summit Tahoma at the school site. A copy of ~~SPS:~~

Summit Tahoma's ~~2019-2020~~2025-2026 LCAP is included as ~~**Appendix H**~~[9]**APPENDIX J** and can also be found on ~~SPS:~~Summit Tahoma's ~~website~~website.

~~Common Core Alignment~~

As detailed in Element A, Summit Public Schools is committed to ensuring that all students succeed in college, their careers, and in life. Like the Common Core State Standards ~~align~~

closely with, Summit Public School's framework for college readiness and Summit has been a leader in the work of transitioning to the new standardsSchools emphasize skills and habits of success alongside content knowledge, in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce. To achieve this, Summit embraces the Common Core's alignment to college and career expectations and implements a curriculum that not only meets but exceeds Common Core State Standards. Many of Summit's partners in this work are detailed in AppendixAPPENDIX **F**, and Summit's Common Core-aligned rubrics, curricular materials, and assessment strategy can be found in AppendixAPPENDIX **E.**

Charter School Outcomes that Align With the State Priorities

Local Control and Accountability Plan ("LCAP")

The Charter School will produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1, 2016, and each year thereafter, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to the Santa Clara County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

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

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "sub priorities."

[9] Due to the COVID-19 pandemic, Senate Bill 98 established that the LCAP and annual update to the LCAP are not required for the 2020-21 school year. SB 98 was superseded by Executive Order N-56-20, which was published in April 2020, and requires LEAs to develop and adopt a modified LCAP by December 15, 2020. SPS: Tahoma will submit all documents to the charter authority consistent with this revised legislative requirement.

ELEMENT C: METHODS OF MEASUREMENT

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

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes. In addition to these tools, more information on Summit Public Schools' assessment plan can be found in AppendixAPPENDIX **E**.

Assessment Tool	Frequency of Assessment	Topics Assessed
California Smarter Balanced Assessments	Annually, 11th grade	English, Math
California State Standards ExamsScience Test ("CAST")	Annually, 12th grade	Science
California High School Exit Exam	Annually	English, Math

English Language Proficiency Assessments for California (Initial and Summative)	Initial ELPAC (first 30 days of enrollment in a public school) Summative ELPAC (annually) ~~Annually~~All grades	English Language Development
~~9th Grade Test of~~ Physical Fitness Test ("PFT")	Annually, 9th grade	Physical Fitness
Concept Units	Throughout the year, all ~~Annually~~grades	Math
Cumulative Final Projects	Annually, all grades	English, Math, Science, History, Cognitive Skills
Advanced Placement Exams	During 11th & 12th grade	English, History, Math, Science, Spanish, College Readiness
PSAT	Annually, 11th grade; optional for 9th and 10th grade	English, Math, College Readiness
~~ACT~~	~~Annually~~	~~English, Math, Science, College Readiness~~
SAT I	Annually, 11th grade	English, Math
~~SAT II~~	~~Annually~~	~~English, Math, History, Science, Spanish, College Readiness~~
Progress in coursework	Each semester, all grades	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Progress toward achieving Personalized Learning Plan goals	Each semester, all grades	Vary; may include cognitive skills, multiple subjects, and habits of success
Progress toward achieving Individual Education Plan goals	Each semester, all grades	Vary; dependent on IEP

~~Sum~~

Teacher-developed rubrics for projects and coursework, which may include: ~~• Experiment design~~ • Experiment design Problems of the Week Research Projects Revision Process ~~• Research Projects~~ ~~• Revision Process~~ • Complex Instruction Activity • Socratic Seminar • Classroom Discussion • Structured Academic Controversy • Peer Assessment • Persuasive Speech • Essay • Lab Report	Ongoing, all grades	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish
Completion of all graduation requirements	Upon graduation	English, History, Math, Science, Spanish, College Readiness
Applications to four-year colleges	Upon graduation	College Readiness
Acceptance letters to four-year colleges	Upon graduation	College Readiness

Use and Reporting of Data

The three primary tools ~~to be~~ used ~~for collecting~~to collect student data ~~(including attendance)~~ are PowerSchool ~~and the Summit learning Platform, a database designed specifically for school use. In addition, the school will utilize the Overgrad database system to collect all college data and Zoom Data system to analyze classroom achievement. The four~~, Overgrad, and a local learning management system (currently, Canvas). The three systems combined have the capability to record results for all of the tools described in the previous section.

Collection

- Standardized assessment results are all available electronically and are uploaded by the Executive Director or ~~his/her~~their designee.
- All results from assessments given at the school are input by faculty members.
- All information pertaining to student goals is input by mentors or ~~RSP~~Special Education teachers.

~~Sum~~

- Seniors, mentors, and parents/guardians enter all college data into the Overgrad system.

Analysis

- Individual students, their parents/guardians 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~~personalized learning plan discussions. They will use this data to set goals and identify strategies to ensure the student is making progress towards those goals.

- ~~The school~~Summit Tahoma faculty will analyze data from all of the tools listed for individual students, as well as school-wide, on an ongoing basis each semester. They will use this data to inform their teaching strategies and to identify students who may be in need of additional support or interventions. Time for this analysis is set aside during faculty meetings each semester as well as during the ~~7-8~~ weeks when students are participating in Expeditions.

- Faculty will review data schoolwide throughout the year to improve the educational program, as outlined in "Continuous Improvement" below.

- The Board will ~~review the data and the faculty's~~receive regular updates regarding the results and analysis of ~~it~~data, including suggested course of action, at least two times per year.

Reporting

- Results from ~~all of~~ the data tools listed above are available for each individual student and their parents/guardians to view at all times via a secure web-based platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.

- Annually, ~~the school~~Summit Tahoma will publish a School Accountability Report Card (SARC) as required by Education Code section 47605(c)(5)(C) that will be posted on ~~the school's~~Summit Tahoma's website and upon request, be made available in ~~the school~~Summit Tahoma's lobby.

- On an as-needed basis, ~~the School~~Summit Tahoma will publish bulletins reporting general student or school performance data.

Continuous Improvement

~~SPS:~~Summit Tahoma is committed to using student performance data to refine and improve the educational program. ~~Specifically, the faculty will devote substantial amounts of~~Faculty set aside dedicated time ~~during~~ each semester, as well as ~~substantial amounts of time during the 7-8 weeks while their students are participating in Expeditions~~during Expeditions weeks, to analyze ~~the~~ data~~,~~

~~Sum~~

and ~~to~~ propose research-based changes to the educational program ~~based upon it.~~. Proposed changes are considered using consensus processes, collaborative decision making, and decision grids. In addition, processes will be carried out to ensure they are not in conflict with any collective bargaining agreement then in place.

~~Changes will be adopted based on full faculty consensus and planning for implementation will occur during the expedition periods.~~

Accreditation

~~Additionally, SPS: Tahoma has completed the extensive self study process and has attained accreditation school through the Western Association of Schools and Colleges ("WASC").~~

Summit Tahoma is fully accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges ("WASC"). In 2022, the WASC determined that Summit Tahoma would receive full accreditation status through June 30, 2028, concluding that the school "meets the ACS WASC criteria for accreditation[.]" Through a mid-cycle visit, in 2025, WASC reaffirmed accreditation for Summit Tahoma to June 30, 2028.

~~County~~Authorizer Visitation/Inspection

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

Response to Inquiries

Pursuant to Education Code ~~Section~~section 47604.3 ~~the School shall~~, Summit Tahoma will promptly respond to all reasonable inquiries, including, but not limited to, inquiries regarding its financial records and contracts, from the District, County Office of Education, ~~County Board of Education, and the State Superintendent of Public Instruction~~and other officials set forth in the law.

ELEMENT D: GOVERNANCE STRUCTURE

> *"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement."*
>
> *-California Education Code ~~Section~~section 47605(c)(5)(D)*

Legal Status

Summit Public ~~Schools[10] has constituted itself as~~Schools[1] is a California ~~non-profit~~nonprofit public benefit corporation formed and organized pursuant to the California ~~law and~~Nonprofit Public Benefit Corporation law. Summit Public Schools is recognized as a ~~tax exempt~~tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code. ~~.~~ Pursuant to Education Code section 47604.1, Summit Public Schools is an "entity managing a charter school."

Summit Public Schools' ~~Articles of Incorporation~~Bylaws, as amended and restated, state:

> The specific purposes of ~~*this Corporation*~~Summit Public Schools are as follows: (1) to train, consult and advise public school teachers and

administrators, and to support, operate, and provide administrative ~~*services*~~ and other services to public schools; (2) to manage, operate, guide, direct and promote one or more California public charter schools (each a "Charter School" and, collectively, the "Charter Schools"); and (3) for other charitable educational purposes as may occur from time to time.

Pursuant to the second stated legal purpose of Summit Public Schools, ~~SPS:~~Summit Tahoma ~~will be~~is operated by Summit Public Schools in accordance with Education Code ~~Section~~section 47604(a). Summit Public Schools and ~~SPS:~~Summit Tahoma ~~shall be~~are governed pursuant to the ~~corporate bylaws~~Bylaws, as amended and supplemented, adopted by the Board of Directors of Summit Public Schools ~~which shall~~ . ~~be~~Notwithstanding anything to the contrary in the Bylaws, Summit Tahoma will be operated in a manner consistent with the terms of this ~~charter,~~Charter and all applicable provisions of the Charter Schools Act~~,~~ and ~~all other applicable laws.~~State and federal law. The Summit Public Schools Articles of Incorporation and ~~approved by laws~~Bylaws are included in ~~**Appendix N**~~**APPENDIX K**.

~~SPS:~~Summit Tahoma ~~shall~~will operate autonomously from its authorizer, ~~the Santa Clara County Office of Education,~~ with the exception of supervisory oversight as required by statute. Pursuant to Education Code ~~Section 47604(c), the Santa Clara County Office of Education,~~section 47604(d), the authorizer shall not be liable for the debts and obligations of Summit Public Schools or ~~SPS:~~Summit Tahoma, or for claims arising from the performance of acts, errors, or omissions by the ~~school~~Charter School, as long as the ~~Santa Clara County Office of Education~~authorizer has complied with all applicable oversight responsibilities required by law.

~~Board of Directors of Summit Public Schools~~

~~Summit Public Schools is governed by a Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the School. The Board shall be governed in its operations and its actions by the corporate bylaws of which shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing their responsibilities include, but are~~

[~~10~~1] The organization that is Summit Public Schools as described and referenced in this charter petition was originally incorporated under the name of "The Summit Institute" also a nonprofit public benefit corporation and 501(c)(3) organization. The Summit Institute filed a Certificate of Amendment to the Articles of Incorporation for a name change with the Secretary of State on June 29, 2012, and the name change to Summit Public Schools was approved. As such, we have used Summit Public Schools throughout this document.

~~not limited to, creating, adopting and monitoring a long term strategic plan and associated budget, and employing and evaluating the performance of the Charter School.~~

Board of Directors of Summit Public Schools

Summit Public Schools is governed by a Board of Directors (the "Board" or the "Board of Directors"), who are the guardians of the mission and vision of Summit Public Schools. Notwithstanding anything to the contrary in the Bylaws, the Board will operate in a manner consistent with the terms of this Charter and all applicable provisions of the Charter Schools Act, State and federal law. The Board's responsibilities include, but are not limited to, appointing and removing corporate officers, agents, and employees; prescribing powers and duties

consistent with law, the Articles of Incorporation, and Bylaws; and approving compensation.

Pursuant to the ~~bylaws~~Bylaws, the Board will consist of at least three members and shall not exceed fifteen ~~embers. Each Board member serves a three year term~~members, unless changed by amendments to the Bylaws. Pursuant to the Bylaws, each Director will serve a term of three fiscal years unless otherwise provided in the Bylaws. Terms are staggered ~~to ensure~~with the intention that at any given time no more than ~~one third~~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 appointed by the Board,~~ 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, as provided in the Bylaws.

According to the Bylaws, 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 constitute an act or decision of the Board, except where a greater vote is required by law, the Articles of Incorporation, Bylaws, or applicable Board policy.

The Chairman of the Board or, if none, the President of the Board is authorized to appoint a committee to designate qualified candidates for election to the Board of Directors. In the alternative, the Chairman of the Board of Directors or the President may delegate such duties to the Governance Committee, if any.

~~with input from the leadership of~~The Board recruitment process was developed with community input and feedback, where the Summit community, inclusive of caregivers, students and teachers, highlighted what characteristics they would like to see in a Board member. Prospective Board members participate in a selection process which often includes providing a statement of interest and a series of interviews. Summit Public Schools~~, such that the Board contains expertise in many varying fields and is able to~~' leadership shares input and recommendations concerning prospective Board members. Such input is intended to ensure the Board includes diverse experience and can offer advice, direction, and engage in meaningful discussion for each ~~Summit Public School~~school.

Board members' terms will ~~expire according to the Board of Directors with Term Expiration Dates~~follow the schedule shown in the chart~~, included~~ below. Board members are not subject to a limit on the number of terms they may serve. Board members ~~shall have experience~~are expected to bring expertise in one or more areas critical to charter ~~schools~~school success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

SUMMIT PUBLIC SCHOOLS
BOARD OF DIRECTORS
TERMS OF OFFICE

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

Member	Position	Term Expiration Date	Committee Assignment

Robert OsterElizabeth "Lizzie" Choi	ChairpersonChair	July 2020June 30, 2028	-
Anna Gregory	Secretary	September 30, 2028	Audit Committee
Michele Hansen	Director	September 30, 2029	-
Steven Humphreys	MemberDirector	July 201931, 2028	-
Blake WarnerMike Barr	SecretaryDirector	July 2021December 30, 2028	Finance Committee
Meg Whitman	Member		July 2021
Andrew Thompson	MemberDirector	March 2020July 30, 2029	Audit Committee
Diego ArambulaJimmy Zuniga	MemberDirector	October 2018July 30, 2029	Finance Committee

Source: Summit Public Schools

In addition, in accordance with Education Code Sectionsection 47604(bc), the governing body that grants the charter to a charter school to be operated by a nonprofit public benefit corporation, which is formed and organized pursuant to the Charter Schools Act of 1992, shall be entitled to a single representative on the Board. Accordingly, the governing body of the Authorizer may, but is not required to, choose to appoint a representative to serve on the Summit Public Schools Board of Directors.

Board Responsibilities

General

The Board willshall meet on a regular basis. Summit Public Schools will provide a means and opportunity for members of the public, including the Summit Public Schools community, to attend each board meeting via teleconference at each school site. . Pursuant to the Bylaws, the Board of Directors has the power to, among other things, 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 the bylaws.

The responsibilities of the Board include but are not limited to:

- Strategic planning
- Uphold the mission of the Charter SchoolSummit Public Schools and oversee the implementation of its charters.
- Oversee the implementation of the charterAttend meetings on a regular basis.
- Engage in thoughtful discussion germane to the Board's responsibilities.
- Serve on committees, including the Audit Committee, Finance Committee, and others as needed.
- Approve and monitor the schooleach school's budget, fiscal reports, and the Charter School's fiscal practices.

- Approve ~~contracts and expenses~~and monitor each school's facility arrangements and plans.
- Receive and review the yearly independent financial audit.
~~• Approve and monitor the school's facility arrangements and plans~~
- Adopt Board policies.
- Participate in strategic planning.
- Act as stewards of the interests of the community to help Summit best serve all members of the community in pursuit of our mission.
- Provide a channel and forum for the interests, concerns and aspirations of all the communities and individuals that make up Summit Public Schools to be heard.

The Board will comply with all federal, state and local laws that are applicable to Summit Public Schools, including, but not limited to, the Brown Act, Education Code section 47604.1, and the conflict of interest provisions applicable to charter schools therein (e.g., Government Code section 1090 and the Political Reform Act). Summit Public Schools has adopted a ~~conflict of interest code, which is included in **Appendix O**. The organization~~Conflict of Interest Code, which is certified by the Fair Political Practices Commission and included in **APPENDIX L**. Summit Public Schools 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~~. Pursuant to the Bylaws and applicable law, the Board may delegate to an officer or employee of ~~the Charter School~~Summit Public Schools any of those duties with the exception of budget approval or revision, approval of ~~the~~ fiscal audits, and the adoption of Board policies. The Board ~~however,~~ retains ultimate legal and fiduciary responsibility over the performance of ~~those~~all powers ~~or~~and duties ~~so delegated. Such delegation will:~~, and shall not delegate unfettered control over Summit Tahoma's operations to any employee or third party. Those who may be delegated the management of the Summit Public Schools' activities, within the bounds mentioned above, include, but are not limited to, the Chief Executive Officer and/or any management company or committees, however composed; provided, however, that the activities and affairs of Summit Public Schools shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Notwithstanding anything to the contrary in the Bylaws, Summit Public Schools is an "entity managing a charter school" as defined in Education Code section 47604.1 and shall not operate as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization.

In the event the Board exercises its power to delegate, 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 organize periodic training sessions aimed at educating board members about their duties and responsibilities.These sessions will cover, at a minimum, preventing conflicts of interest, fiduciary duties, compliance with the Political Reform Act, understanding the Brown Act, Education Code section 47604.1 and the conflict of interest provisions therein, and other topics relevant to the governance of a nonprofit organization. In addition, all Board members will receive training on ethics pursuant to Government Code section 53235.1 and other topics as required.

Board Committees

~~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.~~

The Board, by resolution adopted by a majority of the directors then in office, may create committees, each consisting of two or more voting directors, to serve at the pleasure of the Board. Nothing in the bylaws prevents the Board from including faculty, parents/guardians, 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 Summit Tahoma. The committees will be selected by the Board of Directors. Summit Public Schools provides meaningful opportunities for all parents and families to give input to the Board of Directors and/or the Board's nominating committee regarding the candidacy, selection, and appointment of Members of the Board of Directors, which opportunities are not limited solely to public comment during Board meetings.

Public Participation

Summit Public Schools shall provide a means and opportunity for members of the public, including the Summit Public Schools community, to attend and participate in each Board meeting in accordance with the Brown Act and Education Code section 47604.1. Methods of attendance and participation shall include, but not be limited to, attendance and public comment via two-way teleconference at each school site and attendance and public comment in the designated meeting room of the Board of Directors. To ensure broad community access, board meetings are scheduled at varied and convenient times designed to accommodate stakeholder participation.

Chief Executive Officer

The responsibilities of the Chief Executive Officer may include, but are not limited to, the following:

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

Executive Director of Summit Tahoma

The Executive Director will manage day-to-day operations and work full-time at Summit Tahoma. They will directly communicate with the Chief Executive Officer, the Board of Directors and, as necessary, with the SCCOE Board of Trustees through the Superintendent or their designee. The Executive Director bears full responsibility for implementing Board policies, overseeing daily operations, and managing all school functions at their school site.

~~The day-to-day management of the Charter School shall be by the Executive Director. The Executive Director will work full-time within the school. The Executive Director will communicate directly with the Board of Directors and will communicate with the County Board of Education through the County Superintendent or designee as necessary. The Executive Director is fully responsible for the execution of all Board policy, all day-to-day operations, and all functions of the school.~~

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

- Attend authorizer ~~Administrative~~administrative meetings as necessary and stay in direct contact with the authorizer regarding changes, progress, etc.
- Supervise all employees ~~of the School~~who are based at Summit Tahoma.
- Provide timely performance evaluations of all ~~School~~ employees based at Summit Tahoma.
- Propose policies for adoption by the Board of Directors.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with ~~School~~ legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution ~~p~~procedure and the complaint procedure when

~~Sum~~

necessary.

- Establish and execute enrollment procedures.
- Develop and administer the budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/guardian/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend ~~all Charter~~ Board of Directors meetings and attend as necessary at ~~District~~SCCOE Board of ~~Education~~Trustees meetings as the charter representative.

~~**Board Committees**~~

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

Parent Participation & Parent Organization

Summit Tahoma parents and guardians are encouraged, but not required, to actively participate in Summit Tahoma's activities and to collaborate with staff at Summit Tahoma, including their student's mentor, to support their child's education. Many direct opportunities for parent involvement exist and include:

~~As the school is being established to serve the needs of the students, it is imperative that families are actively involved. SPS: Tahoma 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 and guardians participate in the annual development of their child's Personalized Learning Plan and, in students' senior year, participate on a Personal Advisory Board to further support students in making well informed choices in life after high school.
- Parents and guardians are encouraged to attend the several ~~Parent Education Nights~~parent education nights held each year, including a Back to School Night and a Celebration of Learning. Evenings are planned by the ~~parent organization in~~

conjunction with the school administration with input from parents and our parent volunteer committee. Meetings address such topics andas college preparation,

- financial aid, SAT prep, school finances, and organizational planning. The school also holds online Community Forums in the evening a few times each year to strategically engage in conversation with parents on timely topics such as the school cell phone policy, or significant changes involving our school.

- Parents are invited to all charter school social functions.

- Parents and guardians attend and participate in Summit Public Schools' board meetings and engage in the LCAP process.

SPS:Summit Tahoma has encouraged parents and guardians to participate in the Parent Organization established to facilitate communication between all members of the Charter SchoolSummit Tahoma community and to help meet the goals and objectives of the school. Charter SchoolThe group is called "PIVOT" - Parents in Volunteer Organizing Teams). Summit Tahoma administration meets regularly with the leadership of the Parent OrganizationPIVOT to discuss parent/guardian community questions, concerns, and ideas. SPS: Summit Tahoma parents have developed their own organization based on the needs of the Charter School community. The Charter School will ensure that meetings of the Parent Organizationensures that PIVOT meetings are accessible to all parents and guardians via appropriate means, such as translationinterpretation.

SPS: Tahoma asks all parents or guardians of SPS: Tahoma students to make their best effort to contribute at least 30 hours (Community Hours) per family each school year. Participation is voluntary and there are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities that families can participate in. **Parental involvement is not a requirement for acceptance or enrollment in the Charter School and no Summit Tahoma.** No student will receive any kind of adverse action from the Charter SchoolSummit Tahoma due to a parent's non-participation. The assignment, managing, and tracking of community hours are the responsibility of the SPS: Tahoma Parent Organization with the input and assistance of the Executive Director. All parents and guardians are notified of their responsibilities and expectations of them via the policiescommunications that are distributed during the mandatoryschool orientation, enrollment period, and are also available on the school website and in the lobbyfront office of the school. Summit Tahoma also provides information through regular newsletters to parents, guardians, and students.

In accordance with Education Code Section 47606.5, to adopt a local control and accountability plan ("LCAP") using the state board-adopted template, the Board shall:

- Hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP or annual update to the LCAP;

- Publicly post an agenda at least 72 hours prior to the public hearing in which the LCAP or annual update to the LCAP will be discussed;

- Make the LCAP or annual update to the LCAP available for public inspection at the

school site and make it publicly available on its website;

- Submit adopted or revised LCAP to the District; and
- Prominently post on the homepage of the school's website, the LCAP adopted by the Board and any update or revision to the LCAP approved by the Board.

Summit Tahoma maintains an English Language Advisory Committee ("ELAC") in accordance with Education Code section 52176. This committee is composed, in part, of parents of English Learner ("EL") students. There will be no limit or restriction on the number of EL parents that can be members of the ELAC. The committee will advise Summit Tahoma and staff on the program and services for ELs, offer suggestions to the school on the most effective ways to ensure regular school attendance, and provide input on how to effectively engage and welcome ELs and their families in all school activities.

ELEMENT E: QUALIFICATIONS OF SCHOOL EMPLOYEES

> *"The qualifications to be met by individuals to be employed by the charter school."*
>
> *- California Education Code Section section 47605(c)(5)(E)*

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

In accordance with Education Code section 47605(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 Sectionsection 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

All employees are expected to possess the personal characteristics,demonstrate skills, knowledge, and experience required byoutlined in their job description as determined by the schooland work in a collaborative manner consistent with Summit Tahoma's culture. All employees must comply with the Charter School's employee processing policies and procedures (to includeand all other qualifications required by applicable law (including, but not limited to, fingerprints, /criminal recordsrecord clearance, proof of identity, right to work in the United States, and TBmandated reporter training, and tuberculosis screening). The Charter School

Summit Tahoma maintains a teacher-to-student ratio of approximately 1:20–25 through its mentor-based advisory structure, as described in Element A. Summit Tahoma will comply with all Statestate and federal laws concerning the maintenance and disclosure of employee records.

Specific Qualifications for all Staff

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

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

Administrators

The Executive Director ~~and at SPS: Tahoma~~ shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director shall possess skills in hiring and supervising excellent teachers and staff, and, if possible, business experience. The Executive Director is expected to coach and support faculty and staff to ensure professional progression and growth.

~~SPS:~~Summit Tahoma administrators should possess a master's degree or higher in education and have demonstrated at least three years of successful teaching experience. ~~SPS:~~Summit Tahoma administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. ~~SPS:~~Summit Tahoma will give preference to administrative candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment. Sample job descriptions are contained with this Charter in ~~Appendix P~~**APPENDIX M.**

Teachers

~~Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. SPS: Tahoma will comply with Section 47605(l) (1), which states:~~

~~*"Teachers in charter schools shall hold the*~~In accordance with Education Code section 47605(l)(1), Summit Tahoma teachers are required to hold the California Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the ~~*charter school*~~Charter School and are subject to periodic inspection by the ~~*chartering authority. A governing body of a direct funded charter school*~~ District.

The Board may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers~~*, in accordance with all of the requirements of the applicable statutes or regulations*~~ in the same manner as a governing board of ~~*a*~~any school district. ~~*A charter school*~~The Charter School shall have the authority to request an emergency permit or a waiver from the ~~*Commission on Teacher Credentialing*~~CTC for individuals in the same manner as a school district.~~"~~ All students will be supervised by an appropriately credentialed teacher at all times.

California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read and write in English, 3) be provided in the learners' primary language as English is acquired, or 4) be taught in a language other than English for those learners in a dual immersion program. These are more commonly referred to as English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), also referred to as 'integrated' language development, and bilingual instruction. Different authorizations are available for distinct purposes and credential holders.

~~SPS:~~Summit Tahoma will require each teacher to have the ~~Crosscultural~~Cross-cultural, Language, and Academic Development ("CLAD") qualifications required by the CTC as part of their credential. Special Education teachers will be required to hold compliant credentials in Special Education.

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

- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in ~~SPS:~~Summit Tahoma's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the charter school and the mission.

- Accepting the parent/guardian as a vital partner in the learning process.
- Working ~~flexible schedules in order~~hard to accommodate the varying needs and schedules of enrolled students, parents/guardians and community.
- Deep commitment to student achievement.
- Accepting responsibility and accountability for instruction.

The expectations and responsibilities of ~~SPS:~~Summit Tahoma's teachers are included in ~~Appendix P~~**APPENDIX M** which details Sample Job Descriptions.

Teacher Recruitment and Development

Summit Public Schools attracts teaching candidates from a variety of respected teacher preparation programs, including those from within the State of California and other top institutions across the country. Candidates are screened by multiple Summit faculty members and undergo a rigorous interview process. Support for teachers new to Summit may include the plans outlined in the Professional Development section, as well as some or all of the following:

- Faculty Orientation.
- All training noted in the applicable provisions of a collective bargaining agreement with Unite Summit, CTA/NEA, and any successor agreements in effect.
- Course Level Teams, which meet during the school year to share best practices and strategies for instruction in each course area.
- Grade Level Teams, which meet regularly during the school year to coordinate instruction, discuss student progress, and develop strategies for supporting all students.
- Leadership Team Meetings, regular meetings of school faculty to collaborate and engage in school leadership.
- California Teacher Induction Program for qualifying teachers.

Summit Tahoma is also proud to be a participating school in the Marshall Teacher Residency. The Marshall Teacher Residency is a one-year teacher preparation program that provides hands-on clinical practice, personalized mentoring, in-classroom coaching, and a collaborative community. The Marshall Teacher Residency is accredited by the California Commission on Teacher Credentialing and is regarded as one of the most comprehensive residencies for aspiring teachers in the nation. To date, the Marshall Teacher Residency has placed six Residents at Summit Tahoma over the past five years to complete their training. Summit Tahoma's current teaching faculty includes five alumni of the Marshall Teacher Residency.

Instructional Support Personnel

SPS:Summit Tahoma may also employ or retain non-certificated instructional support staff in any case where a prospective staff memberan individual 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 ; provided, however, that each Summit Tahoma teacher is required to hold the CTC certificate, permit, or other document required for the teacher's certificated assignment. Summit Tahoma will have the authority to utilize local assignment options and/or request an emergency permit or waiver in accordance with Education Code section 47605(l)(1). Except as otherwise permitted by law, only teachers who meet the applicable legal requirements may serve as the teacher of record for individual pupils and may not, assign student grades, or

approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities.

Non-Instructional Personnel

All non-instructional staff will possess experience and expertise appropriate for their position with SPS:Summit Tahoma as determined by the Executive Director in accordance with any applicable compliance requirementrequirements.

Support Services Provided Via Contractors

SPS:Summit Tahoma will receive service from employees of organizations with which SPS: Tahoma contracts. Additionally, SPS: Tahoma will receivereceives financial, human resource, technology, leadership, facilities and professional development services from other Summit Public Schools. SPS: Tahoma will ensure that the qualification of the employees of contractors and Summit Public Schools are consistent with the expectations for SPS: Tahoma's employees employees who are not based on the Summit Tahoma campus.

Services Provided via Contractors

Summit Tahoma receives services from employees of organizations with which Summit Tahoma contracts. Summit Tahoma will require that all employees, agents, or volunteers of contractors providing services to Summit Tahoma have and maintain all licenses, credentials, permits, and other legal qualifications required by law to perform their services and adhere to campus norms while on campus. Contractors will comply with applicable background check, tuberculosis screening, mandated reporter, and related requirements based on their interaction with staff and students (e.g., CalDOJ background checks for contractors who interact with students per Education Code section 45125.1).

Professional Development: The Personalized Learning Plan

Each faculty and staff member has athe opportunity to build an adult Personalized Learning Plan for Professionals (the "PLP"). The planPLP is developed by the employee with the input and approval of the Executive Director and their designated Coach. The planPLP asks the employee to identify a set of professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of an SPS:a Summit Tahoma educator in the domains of vision & implementation, culture & community, learning, building teams, self awareness &self-awareness & management, social awareness &

interpersonal, and decision-making & leadership. The ~~plan~~PLP identifies the teacher's present level of performance in each strand using a common rubric. The ~~plan~~PLP indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. In summary, it informs and enables personalized training, professional development and coaching offerings for each staff member.

Additionally, a personalized plan for achieving the goals is designed~~,~~ and subsequently supported by ~~the Charter School~~Summit Tahoma and its professional development activities throughout the year. There is significant time built into the annual calendar for professional development, including while students are in Expeditions and regularly during the school day. ~~**Appendix R**~~**APPENDIX AA** provides an example of how this time may be utilized.

~~**Teacher Recruitment and Development**~~

~~Summit Public Schools regularly attracts teaching candidates from the nation's top teacher preparation programs, such as Stanford, Harvard, New York University, UC Berkeley, and Columbia. Candidates are screened by multiple Summit faculty members and undergo a rigorous interview process. Support for teachers new to Summit may include the plans outlined in the Professional Development section, as well as some or all of the following:~~

- ~~Summer of Summit, a hands-on intensive training institute~~
- ~~Faculty Orientation~~
- ~~Course Level Teams, which meet regularly during the school year to share best practices and strategies for instruction in each course area~~
- ~~Grade Level Teams, which meet regularly during the school year to coordinate instruction, discuss student progress, and develop strategies for supporting all students~~
- ~~Leadership Team Meetings, regular meetings of school faculty to collaborate and engage in school leadership~~

ELEMENT F: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall ~~include the requirement that~~ require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.~~"~~

~~- California Education Code Section 47605(c)(5)(F)(i)~~

(ii) ~~"~~The development of a school safety plan, ~~which shall include the safety topics listed in subparagraphs~~and the annual review and update of the plan, pursuant to Section 47606.3."

~~(A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.~~

~~-~~ California Education Code ~~Section~~section 47605(c)(5)(F)~~(ii)~~

~~*"That the school safety plan be reviewed and updated by March 1 of every year by the charter school.*~~

~~- California Education Code Section 47605(c)(5)(F)(ii)~~

A healthy and safe environment is imperative to productive teaching and learning. ~~SPS:~~Summit Tahoma will maintain and implement a comprehensive set of health, safety, and risk management policies in consultation with ~~the School's~~Summit Tahoma'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~~are accessible in multiple locations to ensure ease of access for all. Policies for students and families are incorporated as appropriate ~~into~~in the Student ~~/ Parent policies and the~~

~~Employee handbook. **Appendix EE** contains~~and Family Handbook located in **APPENDIX D** and the Summit Public Schools~~' and SPS: Tahoma's site safety plan.~~ website. Policies for employees and staff are accessible via the internal intranet and the website. Additionally, all policies can be requested at the front desk.
The Summit Tahoma School Safety Plan is also available in **APPENDIX N** for reference.

Health and Safety Policies

The following summarizes ~~the~~Summit Tahoma's health and safety policies ~~of SPS: Tahoma:~~:

Procedures for Background Checks

Employees and contractors at ~~SPS:~~Summit Tahoma will be required to submit to a criminal background check and furnish a criminal record summary as required by ~~Ed.~~Education Code sections 44237 and 45125.1. New employees must submit ~~two sets of~~ fingerprints to the California Department of Justice and Federal Bureau of Investigation for the purpose of obtaining a criminal record summary. Summit Public Schools shall monitor compliance with this policy.

Volunteers who will ~~volunteer~~interact with students outside ~~of~~ the direct supervision of a ~~credentialed~~school employee shall be ~~fingerprinted~~required to complete fingerprinting and receive background clearance ~~prior to~~before volunteering ~~without the direct supervision of a credentialed employee.~~. Volunteers who serve only under the immediate supervision and direction of school personnel may be permitted to volunteer without fingerprint clearance, subject to applicable law and the Charter School's volunteer policies.

~~Role Of Staff As~~ Mandated Child Abuse Reporters

All employees, governing board members, adult volunteers who interact with students outside the immediate supervision of the student's parent/guardian or an employee, and contractors whose duties require contact with or supervision of students are mandated child abuse reporters and shall follow all applicable mandated child abuse reporting laws. Summit Tahoma shall provide mandated reporter training to all mandated reporters annually in accordance with Education Code section 44691.

Tuberculosis Screening

~~All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.~~

Employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and, for employees, at least once each four years thereafter, as required by Education Code section 49406.

~~**TB Testing**~~
~~SPS: Tahoma will follow the requirement of Education Code Section 49406 in requiring tuberculosis risk assessment and/or testing of all employees.~~

Immunizations

~~SPS:~~Summit Tahoma will adhere to all applicable laws related to immunizations of students ~~pursuant to~~, including Health and Safety Code ~~Section~~sections 120325-120375, and Title 17, California Code of Regulations ~~Section~~

sections 6000-6075.

CPR/First Aid Training

All employees at ~~SPS:~~Summit Tahoma should be CPR/First Aid trained. Summit Tahoma will acquire at least one AED for the school site. Summit Tahoma will use reasonable efforts to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic program's on-campus activities or events, and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

Medication in School

~~SPS:~~Summit Tahoma will adhere to Education Code ~~Section~~section 49423 regarding administration of medication in school. Any pupil who is required to take, during the regular school day, medication prescribed for them by a physician and surgeon or ordered for them by a physician assistant practicing in accordance with State law may be assisted by the school nurse, if any, or other designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if Summit Tahoma receives the appropriate authorization.

To the extent Summit Tahoma maintains a stock of albuterol inhalers to respond to respiratory distress in students, the school shall comply with the requirements of Education Code section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

Summit Tahoma shall provide emergency epinephrine auto-injectors to be stored in an accessible location upon need for emergency use to school nurses, if any, or trained personnel who have volunteered pursuant to Education Code section 49414. School nurses, if any, or trained personnel may use epinephrine auto-injectors to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an anaphylactic reaction.

Vision/Hearing/Scoliosis

~~SPS:~~Summit Tahoma ~~shall~~will adhere to Education Code ~~Section~~section 49450 et~~.~~ seq. as applicable to the grade levels served by ~~the School~~Summit Tahoma with regards to vision, hearing, and scoliosis screening.

Suicide Prevention Policy

~~SPS:~~Summit Tahoma ~~shall~~will maintain a policy on student suicide prevention in accordance with Education Code ~~Section~~section 215. ~~SPS:~~Summit Tahoma ~~shall~~will review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. **APPENDIX U** contains the Suicide Prevention Policy for Summit Public Schools.

Prevention of Human Trafficking ~~SPS~~

Pursuant to Education Code section 49381, Summit Tahoma will identify the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources and implement such methods. Pursuant to Education Code section 51934, Summit Tahoma will ensure its students receive information as required under

the California Healthy Youth Act (Education Code section 51930, et seq.) on, among other things, the prevalence, nature, and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance and information on how social media and mobile device applications are used for human trafficking.

~~SPS: Tahoma shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 9 through 12 of human trafficking prevention resources.~~

~~*Feminine Hygiene*~~Menstrual Products

~~To the extent SPS: Tahoma student population meets or exceeds the 40% federal pupil poverty threshold, SPS: Tahoma will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.~~

Summit Tahoma will stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. Summit Tahoma will not charge for any menstrual products provided to pupils.

Summit Tahoma will post a notice regarding the requirements of Education Code section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost. This notice shall include the text of the applicable provision(s) of the Education Code and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

School Meals

~~**Nutritionally Adequate Free or Reduced Price Meal**~~

Summit Tahoma will provide two school meals free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritiously adequate meals that qualify for federal reimbursement.

~~The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.~~

California Healthy Youth Act

~~SPS:~~Summit Tahoma ~~shall~~will teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code ~~Section~~section 51930, et seq.).

Bullying Prevention

~~SPS:~~Summit Tahoma ~~shall~~will adopt procedures for preventing acts of bullying, including cyberbullying. ~~SPS:~~Summit Tahoma ~~shall~~will annually make available the online training module developed by the CDE pursuant to Education Code ~~Section~~section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Emergency Preparedness

~~SPS:~~Summit Tahoma ~~shall~~will 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 was previously used ~~prior~~ as a ~~School~~school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for ~~the Charter School~~Summit Tahoma.

~~Blood borne~~Bloodborne Pathogens

~~SPS:~~Summit Tahoma ~~shall~~will meet ~~state~~State and ~~federal~~Federal standards for dealing with ~~blood borne~~bloodborne pathogens and other potentially infectious materials in the workplace. 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~~bloodborne 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:~~Summit Tahoma ~~shall~~will comply with Education Code ~~Section 47610 by either utilizing facilities that are compliant with the~~section 47610, including, but not limited to the requirement to comply with California Building Standards Code~~. The School~~ (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 Summit Tahoma is located. Summit Tahoma 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~~Summit Tahoma shall conduct fire drills ~~at least twice per school year in accordance with Title 5 California Code of Regulations Section 550.~~as required under Education Code section 32001 and in conjunction with the District (if the Charter School is located at District facilities).

Drug Free/Smoke Free Environment

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

Integrated Complaint and Investigation Procedure

~~SPS:~~Summit Tahoma has adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. This procedure is described in the Uniform Complaint Procedure, which is provided on the Charter School's website.

Summit Tahoma's procedure addresses all complaints subject to and meets the requirements set forth in Title 5, Section 4600 et seq. of the California Code of Regulations. Under the direction of the Board of ~~Summit Public Schools~~Directors and the Chief Executive Officer, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to ~~the Charter School~~Summit Tahoma through this procedure.

Comprehensive ~~Sexual~~Anti-Discrimination and Harassment Policies and Procedures

~~SPS:~~Summit Tahoma is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, ~~creed, color, national origin, ancestry, age, medical condition, marital status,~~ sexual orientation, or ~~disability~~any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status. Summit Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at ~~the School~~Summit Tahoma (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~~Summit Tahoma's policy included in ~~**Appendix S**~~**APPENDIX O**, which shall be reviewed at least annually, and which sets forth the Title IX training requirements required of Summit Tahoma staff.

A copy of these policies shall be provided when required by law, such as part of any orientation program conducted for new and continuing students at the beginning of each grading period or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the school year, or at the time that there is a new employee hired.

Student and Staff Boundaries

Summit Tahoma is committed to maintaining clear and appropriate boundaries between students and staff to ensure a safe, respectful, and professional school environment. Summit Public Schools has adopted a comprehensive Student and Staff Boundaries Policy that establishes expectations for all employees, volunteers, contractors, directors, and officials regarding appropriate conduct, communication, and relationships with students in accordance with Education Code section 32100. This policy addresses interactions both on and off campus, including through digital and social media platforms. All designated adults are required to receive training on these boundaries as part of onboarding and on an ongoing basis. Violations of these boundaries are treated as serious matters and will be addressed in accordance with Summit Tahoma disciplinary and reporting procedures. The Student and Staff Boundaries policy is included in **APPENDIX D** and shall be reviewed at least annually to ensure it reflects current best practices and legal requirements, including those set forth under Education Code and applicable Title IX obligations.

Supporting LGBTQ Students

Summit Tahoma is dedicated to creating a safe, inclusive, and supportive environment for all students and staff. In accordance with the Safe and Supportive Schools Act, Summit Tahoma provides and requires at least one hour of annual training for all teachers and certificated employees. This training will focus on key elements designed to support LGBTQ (lesbian, gay, bisexual, transgender, queer, and questioning) students and offer strategies to enhance their well-being. By doing so, we aim to foster a more supportive school climate for everyone, as outlined in Education Code sections 218, 218.3, and 219.

Mental Health Education

If Summit Tahoma offers one or more courses in health education to students, Summit Tahoma shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, et seq.

Mental Health Information

Summit Tahoma will create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students and families at the beginning of each school year.

~~*COVID-19*~~**School Safety Plan**

Summit Tahoma has adopted a School Safety Plan, which will be reviewed and updated by March 1 of every year. The School Safety Plan shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address Summit Tahoma's procedures for complying with applicable laws related to school safety, including the development of all of the required topics pursuant to Education Code section 32282(a)(2)(A)-(O). Topics include:

~~SPS: Tahoma is committed to the health and safety of our students and staff during the coronavirus pandemic. SPS: Tahoma has established protocols to ensure safety of students and staff in alignment with the Centers for Disease Control and local health department guidelines. These protocols include, but are not limited to, daily health screenings, face coverings at all times for all students and staff, maintaining social distancing on school grounds, limiting access to visitors, washing hands upon entry into buildings and rooms and regularly during the day, cleaning and disinfecting high touch surfaces daily and rapid response protocols if a student and/or staff member has COVID-19 symptoms, tests positive for COVID, and/or has had direct contact with someone who has the virus.~~

~~**Appendix EE** contains a copy of SPS: Tahoma's School Site Safety Plan, which has specific policies related to COVID-19.~~

- Child abuse reporting procedures;
- Routine and emergency disaster procedures policies for students who committed an act under Education Code section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations;
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079;
- A discrimination and harassment policy consistent with Education Code section 200;
- A safe and orderly environment conducive to learning;
- Protocol in the event a student is suffering or is reasonably believed to be suffering from an opioid overdose;

- The rules and procedures on school discipline adopted pursuant to Education Code sections 35291,35291.5, 47605, and 47605.6; and

- Procedures for conducting tactical responses to criminal incidents.

The Charter School has developed an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

The School Safety Plan will be drafted specifically for the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Executive Director and, if there is merit to the concern, the Executive Director shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan

Summit Tahoma has adopted a comprehensive Workplace Violence Prevention Plan pursuant to Labor Code section 6401.9. Summit Tahoma will maintain a log of violent incidents, provide effective training to all employees, and update training whenever new workplace violence hazards are identified or changes are made to the Workplace Violence Prevention Plan.

Homicide Threats

Summit Tahoma will comply with all requirements under Education Code sections 49390-49395, inclusive, regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester, Summit Tahoma will distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services

Summit Tahoma shall comply with the requirements of Education Code section 39875 et seq., if applicable, relating to individuals providing school-related pupil transportation for compensation.

Restroom Access

Per Education Code section 35292.5, on or before July 1, 2026, Summit Tahoma will provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the restroom as being open to all genders, shall remain unlocked, unobstructed, and easily accessible by any student, and shall be available during school hours and school functions when students are present. Summit Tahoma will designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Employee Records

The Charter School complies with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

Extreme Weather Policy

Summit Tahoma shall develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the California Department of Education, as required by Education Code section 33355.

Athletic Programs

Summit Tahoma shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including, but not limited to, providing information to athletes regarding sudden cardiac arrest and annually providing each athlete with an Opioid Factsheet for Patients, as required.

Policies and Procedures

Summit Public Schools, on behalf of ~~the Charter School adopted procedures to implement the policy statements listed above.~~Summit Tahoma, adopts certain policies to implement the mandated policies summarized in this Charter. In addition, the Network Leadership Team, which consists of members of leadership and the Executive Directors of each of the schools, develops and implements standard operating procedures, playlists, and action trackers to ensure compliance at the school sites.

ELEMENT G: RACIAL AND ETHNIC BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school."

~~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~~section 47605(~~b~~c)(5)(G)

~~SPS:~~Summit Tahoma will strive to recruit a student population that ~~will be~~is reflective of the ~~school age~~general population residing within the territorial jurisdiction of ESUHSD. As detailed below, Summit Tahoma's student population does reflect the student population of ~~the granting agency. SPS:~~ESUHSD. Summit Tahoma will engage in a variety of means and strategies to try to achieve a ~~racially, ethnically, SPED, EL and socioeconomically diverse~~ student population~~. We do this~~ that reflects the diversity of the region on the basis of, among others, race, ethnicity, disability status, socioeconomic status, and English learner status.

Summit Public Schools manages recruitment plans by developing understanding and knowledge about the specific communities in which each of our schools ~~are~~is located, actively monitoring the diversity of the incoming students through our recruitment process, and thoughtfully conducting focused outreach to underrepresented communities. ~~These strategies will~~Strategies we expect to employ during the term of this Charter include:

- ~~•~~ Enrollment timeline and process that allow for a broad-based recruiting and application process.
- ~~•~~ Outreach efforts via neighborhood groups, family- and youth-serving organizations, religious organizations, and other community organizations.
- ~~•~~ Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages.
- ~~•~~ Each year ~~the School shall review its racial,ethnic, SPED and EL balance and these policies to determine which policies and practices are the most effective in achieving~~ , Summit Tahoma will review its demographics across various categories (e.g. pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, socioeconomically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, etc.) and implement practices and strategies to achieve a diverse student population.

A detailed description of the ongoing recruitment activities for ~~each year's entering 9th grade class~~Summit Tahoma is included in ~~**Appendix CC**~~**APPENDIX P**.

As detailed in Element A, Summit Tahoma is a member of the El Dorado County SELPA as a local educational agency, and is solely responsible for providing special education services under the IDEA with respect to eligible students.

Summit Tahoma Demographic Comparison, 2025-26

Student Group	Summit Tahoma	ESUHSD	Santa Clara County	State
African American	2.7%	1.4%	1.6%	4.8%
Asian	14.4%	31.4%	31.4%	10.3%

Filipino	3.7%	5.5%	3.5%	2.2%
Hispanic/Latino	41.8%	54.1%	40.4%	56%
Pacific Islander	0%	0.5%	0.4%	0.4%
White	24.5%	4.3%	14.9%	19.7%
Two or More Races	10.4%	2.6%	6.1%	4.9%
English Learners	7.7%	22.8%	20.5%	16.2%
Reclassified Fluent English Proficient	25%	37.3%	18.3%	15.7%
Students with Disabilities	20.2%	12.8%	12.8%	14.8%
Socioeconomically Disadvantaged	24.5%	69.2%	40.1%	63.1%

Source: CDE DataQuest

ELEMENT H: STUDENT ADMISSIONS POLICIES AND PROCEDURES

~~*Admission requirements, if applicable.*~~

"Admission policies and procedures, consistent with subdivision (e) [of California Education Code section 47605]."

- California Education Code ~~Section~~section 47605(~~b~~c)(5)(H)

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

The website and intent to enroll form for admission to ~~SPS:~~Summit Tahoma ~~shall~~will include information that allows students ~~and~~, parents, and guardians to be informed about the school's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students ~~and~~, parents, and guardians who wish to become part of the Charter School. A sample intent to enroll form is attached as ~~**Appendix T**~~**APPENDIX Q**.

The ~~Board shall have the sole authority to determine the~~ size and grade-level breakdown of the student body at ~~SPS: Tahoma~~Summit Tahoma is generally determined by the Executive Director in consultation with the Network Leadership Team. The determination of school capacity shall be based on, among other things, the school's academic program, the school's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the school.

Admission Criteria

~~SPS:~~Summit Tahoma ~~shall be~~is 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:~~Summit Tahoma ~~shall be~~is open to all students without regard for the place of residence of

students or parents/legal guardians within California except as provided in Education Code ~~Section~~section 47605(~~d~~e)(2). ~~If oversubscribed~~

In the event there are more applicants for a grade level at Summit Public Schools than the number of available spaces, admission to ~~SPS:~~Summit Tahoma~~, except for existing students, shall~~ will be determined by public random drawing ~~in accordance with the preferences listed in the next section~~("lottery"). Students who are already enrolled at Summit Tahoma are exempt from the lottery.

The only admission requirement is that students wishing to attend ~~SPS:~~Summit Tahoma must follow the ~~school's~~ admission procedures with respect to completing intent to enroll forms and enrollment paperwork by the

announced deadlines.~~[11]~~[2] The open enrollment deadlines, ~~which will normally be~~typically in the winter or spring for admission in the following August, ~~shall be coordinated~~are designed to be aligned, when possible, with the calendars of local ~~public~~ schools ~~to give~~. This design is intended to offer students and their ~~parents opportunity to consider the full range of educational opportunities available to them. Late~~

[2] In the case of a homeless or foster youth who gains admission to Summit Tahoma, the school will waive the enrollment procedures in accordance with applicable legal requirements, to ensure that such students gain entry without delay, upon admission.

parents/guardians the opportunity to explore and consider all available educational options in a timely manner.

If an "Intent to ~~enroll forms will be held in abeyance in order to conduct~~Enroll" form is submitted after the open enrollment deadline, the prospective student will be placed on the waitlist. If space becomes available, the student may be offered a spot; if no space is available, the student will be included in a subsequent lottery. An admission priority list will be generated from this subsequent ~~drawing~~lottery, and will be added to the end of the existing ~~admission priority list~~Admission Priority List (defined below) in the order drawn.

Late return of enrollment paperwork following notification of admission ~~shall result in loss of admission offer.~~will result in a pre-rescind notice being sent to the family, giving them at least 48 hours to submit the paperwork. If the paperwork is not submitted by the deadline after this notice, the admission offer will be rescinded. The family may complete and resubmit an intent to enroll form.

There shall be no admission testing or other evaluation required of any applicant. ~~SPS:~~Summit Tahoma ~~shall~~will not charge an application fee nor shall it charge tuition. ~~SPS:~~Summit Tahoma will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the school's educational activities. Parental involvement and/or volunteering is not a requirement for acceptance

or enrollment in Summit Tahoma

~~[11] In the case of a homeless or foster youth who gains admission to SPS: Tahoma, the school will waive the enrollment procedures in accordance with applicable legal requirements, to ensure that such students gain entry without delay, upon admission.~~

~~or enrollment in the Charter School~~ and no student will receive any kind of adverse action from the S~~Charter School~~ummit Tahoma due to a parent's non-participation.

Non-Discrimination Statutes and Affirmations

~~SPS:~~Summit Tahoma ~~shall be~~is nonsectarian in its programs, admission ~~and enrollment~~ policies, and ~~shall not~~all other operations, and will not charge tuition nor discriminate against any student ~~on the basis~~based upon any 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, including immigration status, or association with an individual who has any of the aforementioned characteristics).

In accordance with Education Code section 47605(e)(4)(A), the Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii), including students with disabilities, academically low-achieving students, English Learners, neglected or delinquent students, homeless students, or students who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or students based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a student currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the student or because the student exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii), as listed above.

Summit Tahoma shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the charter school before enrollment. Summit Tahoma shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, 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, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Summit Tahoma may request, at the time of, and as part of, conducting its lottery, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

If a person suspects the Charter School is in violation of the enrollment practices described in Education Code section 47605(e)(4), a complaint can be filed with the District.

Pursuant to Education Code section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School's website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents/guardians and students as required, including:

i. when a parent, guardian, or pupil inqui~~r~~es about enrollment;

ii. before conducting an enrollment lottery; and

iii. before disenrollment of a pupil.

Public Random Drawing and Preferences

~~Intent to Enroll forms will be accepted~~As of the date of this Charter, Summit Tahoma uses an enrollment management platform to administer the application, lottery (defined herein), and offer processes. Summit Tahoma expects to use an enrollment management platform and/or manual processes for subsequent enrollment cycles. Summit Tahoma will accept applications during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, ~~intent to enroll forms~~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:~~Summit Tahoma exceeds ~~the Charter School's~~Summit Tahoma's capacity, enrollment ~~, except for existing students,~~ shall be determined by a ~~public random drawing~~lottery for each grade level. ~~The following groups~~Only students who currently attend Summit Tahoma shall be exempt from the ~~public random drawing:~~lottery should there be more applicants than spaces.

~~1. Existing students~~

The lottery will be conducted using established procedures to ensure fairness and randomness in selecting names (or assigned numbers) for each available space at each grade level, in alignment with Summit Tahoma's admission preferences. This process includes reviewing intent to enroll forms and validating priorities, configuring the number of offers available, executing the lottery at the scheduled time, and performing a check to confirm accuracy. Once the lottery is complete, offers are made, and the registration process begins for accepted students. As part of the intent to enroll process, applicants are prompted by a series of questions to indicate whether or not a preference applies to their application. Applicants are invited, but not required, to provide information to establish an approved lottery preference. Staff review information provided in each application and validate preferences, if any, prior to each lottery.

During the current lottery process, the Dean of Operations clears one preference group first and then the next (i.e., applicants with a higher preference are randomly selected to receive an offer of admission before applicants with a lower preference are eligible to be randomly selected to receive an offer of admission). Lottery processes are updated from time to time. Additional lottery rules, deadlines, dates, and times will be communicated in the enrollment applications to prospective students and on the Summit Tahoma website. Copies of the process will be available at the lottery and the school offices during open enrollment.

In accordance with Education Code section 47605(e)(2), preference in the lottery shall be provided in the following order of declining priority:

1. ~~2.~~ Children of current Summit Public Schools employees and founders of SPS: Tahoma. This exemption may total up to 10% of enrollment. Founders of SPS: Tahoma have been identified and described in Appendix ~~BB~~DD - Founding Group.

~~Preference in the public random drawing shall be provided in the following order of declining priority:~~

2. ~~1.~~ Siblings of currently enrolled students or graduates of SPS: Tahoma residing within the boundaries of ~~the~~ East Side Union High School District (the "District");

3. ~~2.~~ Students who are enrolled in, or reside in the attendance boundaries of the public elementary school where SPS: Tahoma is ~~located[12]~~located (when Tahoma is participating in the Charter School Facility Grant Program);

4. ~~3.~~ Students residing within the boundaries of the District;

5. ~~4.~~ Siblings of currently enrolled students or graduates of SPS: Tahoma residing outside the boundaries of the District;

6. ~~5.~~ All other students who wish to attend the Charter School

At the conclusion of the ~~public random drawing~~lottery, all students who were not granted admission due to capacity shall be given the option to keep their name on a ~~wait list~~waitlist according to their draw in the ~~public random drawing. This wait list, called an admission priority list,~~lottery. This waitlist (the "Admission Priority List") will allow students the option of enrollment in the case of an opening prior to or during the first ~~15~~ten school days of the school year. In no circumstance will an ~~admission priority list~~Admission Priority List be carried beyond the first ~~15~~ten school days of the school year or into the following school semester.

~~Five school days into the new school year, SPS: Tahoma will notify all families that the admission priority list will be cleared after another 10 school days (15 school days into the school year). Upon receipt of such notice, families will have 10 school days to re-apply, if they are interested in enrollment for the current school year. Fifteen days into the new school year, SPS: Tahoma will hold another public random drawing, and will fill any subsequent openings during the school year based upon that list. The order of admission of students at any time during the school year shall be based solely on the order of applicants on the admission priority list. SPS: Tahoma shall maintain a list of students interested in transferring to the school. When both of the following statements are true, another public random drawing will be~~

~~[12] This preference will only be utilized during fiscal years when the Charter School is eligible to, and does participate in the Charter School Facility Grant Program.~~

~~conducted for the open spaces as described above: (1) one or more spaces becomes available and there are more applicants than spaces available **and** (2) (a) the admissions priority list has been exhausted, (b) the date is after the first 15 school days of the school year, or (c) the date is after the conclusion of the school semester.~~

~~Public random drawing rules, deadlines, and dates and times 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. Copies of the process as described in the charter will be available at the lottery and the school offices during open enrollment.~~ Families need not be present at the ~~drawing~~lottery to participate. Families will be notified of their status using contact information provided on the application subsequent to the ~~drawing~~lottery, at which time they will also be notified of the timeline for accepting an offer of admission and completing enrollment paperwork (typically ~~2-4~~2 to 4 weeks) if an offer was made.

If an error(s) is found in the lottery or the intent to enroll form and is determined to be an isolated incident with good faith intentions by the applying family or the Executive Director, then the Executive Director shall have the power to determine whether or not and how to correct the mistake, based upon the guidelines above.

~~Sum~~

Transfer Students

For students applying to transfer to SPS: Tahoma after the beginning of their 9th grade year, all of the above guidelines will be followed for each public random drawing. In order to determine which grade level lottery would be most appropriate for the applying family, SPS: Tahoma will ask for a high school transcript from the student and will carefully determine which grade level will maximize the student's chance to meet the graduation requirements at the school. The student will then be placed in the appropriate grade level lottery at the discretion of the Executive Director.

Conditions of Enrollment Documentation

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

- Complete enrollment/registration forms including student data sheet, emergency information cards, and other required documents. to confirm student's intent to attend the school;
- Provide records documenting immunizations required by charter schools (as described above).

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

ELEMENT I: FINANCIAL AUDITS

In the event a student is offered admission to Summit Tahoma but fails to attend at the beginning of the school year, Summit Tahoma will contact the family to verify whether the student intends to withdraw from Summit Tahoma and has enrolled in another school.

"The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority."

California Education Code Section 47605(c)(5)(I)

An annual independent fiscal audit of the books and records of SPS: Tahoma will be conducted as required under the Charter Schools Act, section 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide.
the Board of Summit Public Schools will approve the proposed independent auditor and contract each spring. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.
It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and meet with the County Office of Education with regard to resolution of audit exceptions or deficiencies to the satisfaction of the County Office of Education and shall report to the Board of Directors of Summit Public Schools with recommendations. The Board of Summit Public Schools will submit a report to the County Office of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the County Office of Education along with an anticipated timeline for the same. Any

~~appeals of audit exceptions will be made to the Education Audit Appeals panel ("EAAP") in accordance with applicable law.~~

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

~~Under the management of Summit Public Schools, every Summit school has received a clean audit in every year of its operation.~~

ELEMENT ~~J~~I: SUSPENSION / EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that are consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

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

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the

foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."

-California Education Code ~~Section~~section 47605(~~b~~c)(5)(J)

General

Summit Public Schools is committed to using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. Summit draws best practices from the International Institute for Restorative Practices and provides ongoing training on restorative practices to faculty throughout the school year. The philosophy, faculty objectives, student objectives and a list of resources are included in ~~**Appendix U**~~**APPENDIX R**.

Pupil Suspension and Expulsion Policy

In cases where suspension and expulsion are necessary, ~~SPS:~~Summit Tahoma will follow a comprehensive set of suspension and expulsion policies which are attached in ~~**Appendix V.** The policies will be printed and distributed as part of SPS: Tahoma's Student/Parent policies and will clearly describe the Charter School's~~**APPENDIX S** (**"**Pupil Suspension and Expulsion Policy"**).** The Pupil Suspension and Expulsion Policy describes expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. On an annual basis, each student and ~~his or her~~their parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. ~~These policies~~The policy will provide all students with an opportunity for due process as specified in the suspension and expulsion policies and will conform to applicable federal and state law regarding students with exceptional needs.

The Pupil Suspension and Expulsion Policy addresses the grounds for suspension and expulsion, suspension and expulsion procedures, procedures related to disciplining students who received special education services, and other related disciplinary protocols.

Specifically, the ~~SPS: Tahoma~~ Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and ~~well being~~well-being of all students ~~at Summit Public Schools ("Charter School")~~. In creating this policy, ~~the Charter School~~Summit Tahoma has reviewed Education Code ~~Section~~section 48900 et seq. which describes the ~~non charter~~non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows ~~closely mirrors~~aligns to the language

of Education Code ~~Section~~section 48900 et seq. ~~The Charter School~~Summit Tahoma is committed to ~~annual~~a periodic 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. ~~Such modifications~~Modifications to the Policy may be made without the need to amend the ~~charter~~Charter so long as the amendments comply with legal requirements.

Notice and Hearing Requirement for Suspension and Expulsions

The attached Pupil Suspension and Expulsion Policy sets forth the notice and hearing requirements for suspensions and expulsions. As further detailed in the policy, and in accordance with Education Code section 47605(c)(5)(I), the suspension and expulsion procedures include written notice requirements and hearing procedures that feature a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

Involuntary Removal

No ~~student will~~pupil shall be involuntarily ~~disenrolled, dismissed, or transferred by the charter school~~removed by the Charter School for any reason~~,~~ unless the parent or guardian of the pupil has been provided written notice ~~at least~~of intent to remove the pupil no less than five school days before the effective date of the ~~removal. For all involuntary removals, including expulsions and dismissals for~~

action. The written notice shall be provided in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder. The written notice shall inform pupils and their ~~non-disciplinary reasons,~~ parents ~~must be informed~~/guardians of their right to ~~a hearing~~initiate the procedures specified in the Education Code section 47605(c)(5)(I) for suspensions of 10 days or more and all other expulsions for disciplinary reasons before the effective date of the ~~removal~~action. If the ~~student's~~pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the ~~hearing~~ procedures~~, the student must remain enrolled until the charter school~~ specified in the Education Code for suspensions of 10 days or more and all other expulsions for disciplinary reasons, the pupil shall remain enrolled and shall not be removed until Summit Tahoma issues a final decision. For purposes of Education Code section 47605(c)(5)(I)(iii), "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in the Pupil Suspension and Expulsion Policy.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Homework Assignments During Suspension

In accordance with Education Code section 47606.2(a), upon the request of a parent, a legal

guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Records of Expulsions

Summit Tahoma will maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to SCCOE upon request. In the event of an expulsion, the expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the admitting school for the pupil's school records.

Restrictions on Restraint and Seclusion

Summit Tahoma will comply with the requirements on seclusion and restraint of pupils set forth in the Education Code, and in particular, Education Code section 49005 et seq. Summit Tahoma recognizes that each pupil has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the pupil in order to control the pupil's behavior or to restrict the pupil's freedom of movement, if that drug is not a standard treatment for the pupil's medical or psychiatric condition.

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 this 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 Summit Tahoma's property.

Role of the Authorizer

SCCOE does not have a direct role in individual student disciplinary decisions, which remain within Summit Tahoma's authority under this Charter. SCCOE may become involved only where a disciplinary matter also implicates a violation of this Charter or applicable law, consistent with the dispute resolution process described in **Element M**.

ELEMENT ~~K~~J: 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~~section 47605(c)(5)(~~K~~J)

General

The financial compensation for Charter School employees is determined ~~in accordance with~~by several inputs including, but not limited to, the Summit Public Schools Compensation Policy ~~and/or action~~, requirements of a collective bargaining agreement, and actions by the Board of Directors. The Compensation Policy ~~is~~ applies to all employees based at Summit Tahoma unless such employee is covered under a collective bargaining agreement.

Compensation Policy

The Compensation Policy is reviewed and updated every 2-3 years using a ~~consensus based decision making~~consensus-based decision-making process and includes the following components of compensation: salary, benefits (medical, dental, vision, and retirement), paid time off, and leaves of absence~~, and additional benefits.~~. The current Compensation Policy is scheduled to terminate on June 30, 2028. Summit expects the consensus process to implement the next Compensation Policy to commence during the 2027-28 school year.

Collective Bargaining Agreement

Summit Public Schools and Unite Summit/CTA/NEA have entered into a Collective Bargaining Agreement for the term July 1, 2025 to June 30, 2028, covering certificated personnel employed at Summit Tahoma. Compensation, benefits, and related terms and conditions of employment for bargaining unit members are governed by the Collective Bargaining Agreement. Upon expiration of the current agreement, successor terms will be established through collective bargaining in accordance with the Educational Employment Relations Act (Government Code section 3540 et seq.). See Element O: Public School Employer for additional information about the bargaining unit.

Retirement Benefits

The Human Resources, ~~Talent~~People Operations and Finance Teams at Summit Public Schools will oversee the arrangements, including required contributions and deductions, for retirement coverage for all ~~SPS:~~Summit Tahoma employees.

All ~~certificated employees of SPS: Tahoma~~employees based at Summit Tahoma providing creditable service (as defined by the State Teachers Retirement Act) shall participate in the State Teachers' Retirement System ("STRS"). All ~~non-certificated~~ employees not providing creditable service will participate in a 401(a) retirement plan.

Employer Contributions

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

Additional information on compensation and benefits can be found in the Employee Handbook attached as **APPENDIX T** and the Compensation Policy attached as **APPENDIX Y.**

~~Refer to the Employee Handbook in **Appendix K** and Compensation Policy in **Appendix GG** for more information on compensation and benefits.~~

ELEMENT ~~L~~K: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

- California Education Code ~~Section~~section 47605(c)(5)(~~L~~K)

Summit Tahoma is a school of choice. No student will be required to attend Summit Tahoma. The governing board of a school district shall not require a pupil enrolled in the school district to attend a charter school in accordance with Education Code section 47605(g). Students who opt not to attend ~~SPS:~~Summit Tahoma may attend school district of residence schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in ~~SPS:~~Summit Tahoma ~~shall~~will be informed during the enrollment process 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:~~Summit Tahoma, except to the extent that such a right is extended by the local education agency.

ELEMENT ~~M~~L: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

"~~A description of the~~The rights of ~~any~~an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."

-California Education Code ~~Section~~section 47605(c)(5)(~~M~~L)

No public school district employee, or employee of any local educational agency, shall be required to work at Summit Tahoma. All employees ~~of SPS:~~based at Summit Tahoma ~~shall~~will be considered the exclusive employees of Summit Public Schools and not any ~~school district or the East Side Union High School District or Santa Clara County Office of Education~~local education agency (other than Summit Tahoma) unless otherwise mutually agreed in writing. Employees of ~~the District or County~~ESUHSD who resign from employment to work at Summit Public Schools and who later wish to return to ~~the District or County~~ESUHSD shall be treated the same as any other former ~~District or County~~ employee seeking reemployment in accordance with ~~District or County policy~~ESUHSD policies as applicable, applicable law, and applicable bargaining agreements. Charter School employees shall have any rights upon leaving the employment of the District to work in the Charter School that the District may specify, and any rights of return to employment in the District after employment in the Charter School that the District may specify.

Summit Public Schools shall not have any authority to confer any rights to return on District or ~~County~~SCCOE employees. Sick or vacation leave or years of service credit at ~~the East Side Union High School District, Santa Clara County Office of Education~~ESUHSD, SCCOE, or any school district shall not be transferred to ~~the Charter School~~Summit Tahoma.

~~Employment in the Charter School by Summit Public Schools provides~~Except as otherwise provided in an agreement with Unite Summit, employment at Summit Tahoma confers no rights of employment at any other entity, including any rights in the case of closure of ~~the Charter School~~Summit Tahoma.

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

- Any rights upon leaving the employment of a local education agency to work in the ~~charter school~~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~~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 ~~N~~M: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the ~~entity granting the charter~~chartering authority to resolve disputes relating to provisions of the charter."

- California Education Code ~~Section~~section 47605(c)(5)(~~N~~M)

Intent

The intent of this dispute resolution process is to (1) resolve disputes within ~~the school~~Summit Tahoma pursuant to ~~the school's~~Summit Tahoma's policies, practices, and norms, (2) minimize the oversight burden on the ~~County Office of Education~~authorizing entity, (3) ensure a fair and timely resolution ~~to~~of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and renewal matters. ~~The Charter School~~

Summit Tahoma understands that agreement to a dispute resolution process must be bilateral and ~~the Charter School~~Summit Tahoma cannot unilaterally bind the ~~County Office of Education~~authorizing entity to a specific procedure. As such, the following represents ~~the Charter School's~~Summit Tahoma's proposed process for resolving disputes between the ~~County Office of Education and the Charter School. The Charter School~~authorizing entity and Summit Tahoma. Summit Tahoma agrees that this process may be revised ~~as agreed upon by the County Office of Education and Charter School in a mutually agreed upon MOU.~~through a mutually agreed-upon memorandum of understanding between the authorizing entity and the Charter School. However, nothing in this dispute resolution process shall limit, modify, waive, or supersede the authority of SCCOE or Summit Tahoma under the Charter Schools Act or applicable law, including without limitation the procedures set forth in Education Code section 47607 and Title 5 of the California Code of Regulations.

~~**Public Comments**~~
~~The staff and Board and Santa Clara County Office of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.~~

Disputes Arising from within ~~SPS:~~Summit Tahoma

Disputes arising from within ~~the school~~Summit Tahoma, including all disputes among and between students, staff, parents/guardians, volunteers, advisors, partner organizations, and

governing board members of the school,the Board of Directors shall be resolved pursuant to policies and processes developed by the Charter School. The Santa Clara County Office of Education shall not intervene in any suchCharter School has internal dispute resolution procedures for internal disputes without the consent of the Board of Directors of the Charter School and shall refer any complaints or reports regarding such disputes to the Board of Directors or the Executive Director for resolution in keeping with the School's policies. the County Office of Education agrees not to intervene or become involved in the dispute unless the dispute has given the County Office of Education reasonable cause to believe that a violation of the material provisions of the charter or related laws or agreements has occurred, or unless the Board of Directors ofrelating to the Charter School's operations, including but not limited to its Uniform Complaint Policy and the Title IX complaint procedures. SCCOE will not be involved with internal disputes of the Charter School unless the Charter School requests SCCOE involvement, or unless the internal dispute relates to a possible violation of the Charter or law. SCCOE shall promptly refer all internal disputes not relating to a possible violation of the Charter or law to the Charter School has requested the County Office of Education to intervene in the dispute.

Disputes Between SPS:Summit Tahoma and the Santa Clara County Office of Education

Summit Tahoma and SCCOE will use reasonable efforts to resolve any disputes between them amicably and collaboratively. This provision does not impede or delay the District's ability to proceed with any procedures specified in the Education Code, including those related to the status of this Charter, if SCCOE makes findings that Summit Tahoma has engaged in a violation that may warrant such procedure.

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

● Actions That Could LeadDispute Resolution Prior to Revocation: Charter School Due Process Proceedings

In the event that the County Office of EducationSCCOE determines that the Charter SchoolSummit Tahoma has engaged in an act that could lead to revocation of the charter, the County Office of Education and the Charter School shall, SCCOE and Summit Tahoma will have a face-to-face meeting within 10 business days of the District Superintendent's and/or designee's determination that a violation has occurred. Present in the face-to-face meeting shall be at least the CountyDistrict Superintendent of Schools or designee thereof and the School'sSummit Tahoma's Executive Director or designee thereof.

If, after such meeting, the County Board the SCCOE Board of Trustees determines that an alleged violation has occurred which requires a cure, the CountySCCOE Board mayof Trustees shall act to send a formal written notification to the SchoolSummit Tahoma outlining the alleged violation and demanding the violation be cured in accordance with Education Code Sectionsection 47607. The School shallSummit Tahoma will have a reasonable amount of time after the date such formal written notice was sent to cure the alleged violation. If the alleged violation cannot be cured within the time period specified by the County Office of Education, the parties may agree to another predetermined time to commence to cure and diligently prosecute the cure to completion.

Thereafter, if necessary, revocation of the charterCharter may be commenced by the CountySCCOE Board of EducationTrustees in accordance with Education Code Sectionsection 47607 or applicable law.

● Disputes not Leading to Revocation: Dispute Resolution

In the event that ~~SPS:~~Summit Tahoma and the ~~Santa Clara County Office of Education~~SCCOE have disputes regarding the terms of this ~~charter~~Charter or any other issue regarding ~~the School~~Summit Tahoma and the relationship of the ~~Santa Clara County Office of education and the School~~SCCOE and Summit Tahoma, both parties agree to follow the process outlined below.

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

If the informal meeting fails to resolve the dispute, the party initiating the dispute resolution process shall notify the other party (the responding party) in writing that it intends to proceed to mediation of the dispute and shall request the State Mediation and Conciliation Service to appoint a mediator within seven days to assist the parties in resolving the dispute. The initiating party shall request appointment of a mediator who is available to meet as soon as possible but not later than 45 days after receipt of the request for appointment.

If the State Mediation and Conciliation Service is not available, the parties shall mutually agree upon a mediator. The party initiating the dispute shall forward a copy of the notice of the dispute to the appointed mediator. The responding party shall file a written response with the mediator and serve a copy on the initiating party within seven days of the first scheduled mediation. The mediation procedure shall be entirely informal in nature; however, copies of exhibits upon which either party bases its case shall be shared with the other party at least five (5) business days before the mediation. The relevant facts should be elicited in a narrative fashion to the extent possible, rather than through examination and cross-examination of witnesses. The rules of evidence will not apply and no record of the proceedings will be made. If an agreement is reached, the agreement shall be reduced to writing and shall be signed by authorized representatives of ~~the Santa Clara County Office of Education~~SCCOE and the Charter School. If ~~the Santa Clara County Office of education and the Charter School~~SCCOE and Summit Tahoma fail to meet within the specified timeline, have not reached an agreement within 15 days from the first meeting held by the mediator, or if the mediator declares the parties at impasse, either party may terminate mediation and may pursue its dispute as otherwise allowed by law.

All costs of the mediation, including but not limited to, the ~~mediators'~~mediator's fees, per diem, travel, and subsistence expenses, and the costs, if any, of the location for mediation, shall be borne equally by ~~the Santa Clara County Office of Education~~SCCOE and the Charter School.

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

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

ELEMENT ~~O~~N: PUBLIC SCHOOL EMPLOYER

> *"~~A~~[The charter petition shall include a] declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act."*
>
> *- California Education Code ~~Section~~section 47605(~~b~~c)(~~5~~6)~~(c)~~*

For the purposes of the Educational Employment Relations Act ("EERA"), Summit Public Schools ~~as the California nonprofit public benefit corporation operating SPS: Tahoma~~ is deemed the exclusive public school employer of the employees of ~~the charter school~~Summit Tahoma pursuant to Education Code section 47611.5. Thus, the collective bargaining ~~contracts of local school districts or the county office of~~agreements, if any, of SCCOE, or any other local education agency shall not be controlling~~. SPS: Tahoma recognizes the employees' rights under the EERA provisions to organize for collective bargaining~~ with respect to any employee of Summit Public Schools, including employees based at Summit Tahoma.

Summit Public Schools and Summit Tahoma recognize the right of public school employees to form, join, and participate in the activities of employee organizations of their own choosing for the purpose of representation on all matters of employer-employee relations as prescribed by and subject to the limitations set forth in State law. Summit Public Schools has recognized Unite Summit/CTA/NEA as the exclusive representative pursuant to the EERA for all certified teachers and teachers holding other equivalent documents pursuant to Education Code section 47605(l)(1), excluding all other employees including teaching residents, all employees whose work location is Summit's home office, and all management, supervisory, and confidential employees.

Persons employed by ~~the school~~Summit Public Schools, including employees based at Summit Tahoma, are not considered employees of ~~the East Side Union High School District or Santa Clara County Office of Education~~SCCOE for any purposes whatsoever.

ELEMENT ~~P~~O: CLOSURE PROCEDURES

> *"~~A description of the~~The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of ~~public~~pupil records."*

- California Education Code ~~Section~~section 47605(c)(5)(~~P~~N)

In the event ~~the charter school~~Summit Tahoma closes, ~~the Charter Schools shall~~Summit Tahoma will follow the closure procedures prescribed by the Education Code and California Code of Regulations. To the extent consistent with the Education Code and California Code of Regulations, ~~the Charter School~~Summit Tahoma will follow the procedures prescribed by ~~the~~a memorandum of understanding with ~~the District~~SCCOE, which are incorporated herein by reference. The following procedures apply regardless of the reason for closure.

Closure Action

~~of~~In the ~~Charter School~~event of a proposal to close Summit Tahoma, closure of Summit Tahoma shall be documented by official action of the Board of ~~Summit Public Schools~~Directors. 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 Charter School~~

Notification of Closure Action

Summit Tahoma will promptly notify ~~parents or guardians and~~ students ~~of the School~~enrolled at Summit Tahoma and their parents and legal guardians, the Santa Clara County Office of Education, the ~~School's~~ SELPA, the retirement systems in which ~~the School's~~Summit Tahoma employees participate (e.g., ~~Public Employees' Retirement System,~~California 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~~The notice of closure 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 Charter School shall~~Summit Tahoma will ensure notification to the parents, guardians, and students of the school provides information to assist parents, guardians, and students in locating suitable alternative programs and the manner in which parents and guardians can obtain a copy of their child(ren)'s student record.

This notice shall be provided promptly, within 10 business days following the Board's decision to close the school.

Records Retention and Transfer

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

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

~~The Charter School~~Summit Tahoma 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.

Summit Tahoma and the authorizing entity will confer and establish a process for student record transfer to the student's home district, other school to which the student will transfer, or responsible entity designated to conduct closure activities. The authorizing entity and Summit Tahoma should agree to a plan allowing the authorizing entity to accept charter school records in the event Summit Tahoma is unable to maintain the records.

Financial Close-Out

~~The School will request that the County Office of Education store remaining records of Charter School students required to be retained pursuant to 5 CCR Section 16023 - Section 16026, inclusive. If the County Office of Education will not or cannot store the records, the Charter School shall confer with the County Office of Education and determine a suitable alternative location for storage.~~

As soon as reasonably ~~practical, the Charter School shall~~practicable, Summit Tahoma will prepare final financial records. ~~The Charter School shall~~Summit Tahoma will also have an independent financial audit completed within six months after closure. ~~The Charter School shall~~Summit Tahoma will pay for the final audit. The audit shall be prepared by a qualified CPA selected by ~~the~~ Summit Tahoma ~~Charter School~~ and shall be provided to ~~the County Office of Education,~~SCCOE and California Department of Education promptly upon completion.

The final audit will comply with the Local Education Agency Audit Guidelines (the "LEA Audit Guidelines") promulgated by the California Department of Education. To the extent required by the LEA Audit Guidelines, the final audit ~~may~~shall 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~~or reduction in apportionments ~~as a result of audit findings or other investigations,~~due to loans, ~~and~~ unpaid staff compensation, audit findings, or other investigations, and an assessment of the disposition of any restricted funds received by or due to ~~SPS:~~Summit Tahoma.

~~SPS:~~Summit Tahoma will complete and file any annual reports required pursuant to Education Code section 47604.33 and complete necessary academic reporting.

Disposition of Liabilities and Assets

~~On~~In the event of a closure ~~of the Charter School~~, all net assets of ~~the Chart School~~Summit Tahoma including, but not limited to, all leaseholds, tangible and intangible personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the school shall remain the sole property of Summit Public Schools and shall be distributed in accordance with the ~~corporation's~~ Articles of Incorporation upon the dissolution of the ~~non-profit~~nonprofit public benefit corporation ~~to another California public educational entity.~~ .

Any assets acquired from ~~the County Office of Education~~SCCOE or property of ~~the County Office of Education will~~SCCOE shall be promptly returned upon ~~School~~Summit Tahoma's closure to ~~the County Office of Education~~SCCOE. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final

Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, Summit Public Schools shall remain responsible for satisfaction of all liabilities arising from the operation of ~~the school~~Summit Tahoma.

As Summit Public Schools is organized as a nonprofit public benefit corporation under California law, if the dissolution of Summit Public Schools ~~will dissolve along with the Charter School~~occurs, the Board of Directors shall follow the provisions set forth in the Articles of Incorporation, as amended and restated, from time to time and 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 W**, the School~~**APPENDIX X**, Summit Tahoma will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

~~**Budget**~~

> ~~"...~~*The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school... The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.*~~"~~
>
> - California Education Code ~~Section~~section 47605(~~g~~h)

~~SPS: Tahoma's budget is based upon Summit Public School's experience of operating successful schools across the Bay Area since 2003. The five year budget, cash flow and assumptions can be found in **Appendix W.**~~

Budget

Summit Public Schools is currently in its 23rd year of operation. In School Year 2025-26, Summit Tahoma celebrated its 16th year of operation. Summit Tahoma's budget, including projected revenues, expenditures, and a reasonable reserve, is based upon more than two decades of prudent financial practices at Summit Public Schools. The five-year budget, cash flow and assumptions can be found in **APPENDIX X.**

~~The Charter School~~Summit Tahoma will operate its basic program ~~on the LCFF apportionment, state categorical funding and federal funding amounts dist~~from revenues including State Aid, federal revenue, including grants and entitlements, and local revenue, including property tax revenues. The Charter School annually develops budgets and cash flow analysis. Annual budgets are submitted each year to the District by the required deadlines.

Financial Reporting

Summit Public Schools ~~fiscal control policies and procedures (**Appendix X**)~~Fiscal Control Policies and Procedures, as updated from time to time, will be used to guide ~~SPS: Tahoma's~~Summit Tahoma's operation. The fiscal policies have been adopted by the Board of ~~Summit Public Schools~~Directors and reviewed by the independent financial auditors of Summit Public Schools. ~~SPS:~~Summit Tahoma ~~shall~~will comply with all applicable financial reporting requirements of Education Code ~~Section 47604.33 and shall comply fully~~ section 47604.33. Following approval or acceptance by the Board, the Charter School shall provide the necessary reports to the District and County Superintendent as follows, in accordance with Education Code ~~Section 47604.3.~~section 47604.33:

- By July 1, a preliminary budget for the current fiscal year.
- By July 1, a local control and accountability plan, including the annual update, required pursuant to Education Code section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, or by the required deadline, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education, and the SCCOE per Education Code section 47605(m).
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year per Education Code section 42100.

The Charter School will also comply with the requirements set forth in Education Code section 47604.3. The current fiscal control policies and procedures are attached as **APPENDIX V.**

Insurance

Summit Public Schools ~~agrees that it will acquire and finance~~maintains 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:~~Summit Tahoma. Currently, Summit Public Schools and numerous other California charter schools are covered by ~~CharterSAFE, which offers comprehensive insurance to charter schools. It is SPS: Tahoma's intention to secure coverage with this provider~~CharterSafe. CharterSafe is a California joint powers authority that offers to enable its charter school members to (1) take advantage of volume purchasing strategies to acquire high-grade insurance coverage addressing the specific needs of charter schools; and (2) employ risk management and loss control experts to assist schools in minimizing claims. Summit Tahoma plans to continue securing coverage through CharterSafe, unless a more prudent option is ~~discovered.~~ identified. Summit Tahoma will maintain insurance coverage in types and amounts appropriate for its operations.

Workers' compensation is covered by ~~Trinet, our PEO provider~~TriNet, a certified professional

employer organization. A summary of Summit Public Schools' coverage is included in ~~**Appendix Y**~~**APPENDIX W,** as an example of what ~~SPS:~~Summit Tahoma will expect for coverage.

Administrative Services

> "The manner in which administrative services of the school are to be provided."
>
> - California Education Code *s*ection 47605(*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, Summit Public Schools, or through an appropriately qualified third-party contractor.

Facilities

> *"The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school…."*
> ~~*"The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the school intends to locate."*~~
>
> - *California Education Code ~~Section~~section 47605(h)*

~~SPS:~~Summit Tahoma ~~will operate~~operates within the southern boundaries of East Side Union High School District. ~~SPS: Tahoma wishes to be located on the East Side of San Jose, California and~~Summit Tahoma's site is currently located at 285 Blossom Hill Rd, San Jose, CA 95123 ~~This location is ideal for the student population the school seeks to serve. The Facilities Use Agreement with East Side Union High School District can be found in **Appendix Z**.~~ As a school of choice, Summit Tahoma's location allows the school to be easily accessible to our current students and prospective students who wish to consider enrolling at Summit Tahoma. Summit Tahoma's location provides convenient access for students and families that reside in and around the District.

Financial Audits

An independent fiscal audit of the books and records of Summit Tahoma will be conducted on an annual basis in compliance with the Charter Schools Act (Education Code section 47605(m); see also 5 CCR section 11967.5.1(f)(9). Commencing with the 2027–28 audit cycle, the school's annual independent audit report shall explicitly include all supplementary disclosures mandated by Education Code Section 41020.6 (AB 126). Summit Tahoma's financial records will be maintained in accordance with generally accepted accounting principles and all applicable laws, and the audit will be performed using generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

The Board of Directors will approve the proposed independent auditor and contract on an annual basis. The auditor will have, at a minimum, a CPA and educational institution audit experience and 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 the applicable Office of Management and Budget Circulars.

The final annual audit will be forwarded to the County Superintendent of Schools, the State Controller, and the CDE by December 15 of each year.

The Executive Director and the Audit Committee will review any audit exceptions or deficiencies. If any audit exceptions or deficiencies are present, the Executive Director and an authorized representative of the Audit Committee will meet with SCCOE with regard to resolution of audit exceptions or deficiencies to the satisfaction of SCCOE and will report their recommendations to the Board of Directors of Summit Public Schools. The Board of Directors will submit a report to SCCOE describing how the exceptions and deficiencies have been or will be resolved, along with a timeline for completion. If there are any appeals of audit exceptions, they will be made to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent fiscal audit of Summit Tahoma is a public record to be provided to the public upon request.

Under the management of Summit Public Schools, every Summit school, including Summit Tahoma, has received a clean audit in every year of its operation.

Transportation

Summit Tahoma shall comply with the requirements of Education Code section 39875 et seq., if applicable, relating to individuals providing school-related pupil transportation for compensation.

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

~~IMPACT ON THE CHARTER AUTHORIZER~~

Potential Civil Liability Effects; Impact on the Charter Authorizer

> ~~*Governing Law: Potential*~~*"[P]otential civil liability effects, if any, upon the charter school and upon the ~~District. (~~school district."*
>
> *- California Education Code ~~Section~~section 47605(h)~~.~~*

~~Potential Civil Liability Effects~~

Intent

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

Civil Liability

SPS:Summit Tahoma shallwill be operated by a California nonprofit public benefit corporation, Summit Public Schools. This nonprofit public benefit 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 Sectionsection 23701d.

Pursuant to the Education Code Section 47604(c), the District and SCCOE shall not besection 47604(d), a chartering authority that grants a charter to a Charter School to be operated as or by a nonprofit public benefit corporation is not liable for the debts andor obligations of the Charter School, operated by a California non-profit benefit corporationSummit Tahoma or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the SCCOESummit Tahoma if the chartering authority has complied with all oversight responsibilities required by law. SPS: Tahoma shall , including, but not limited to, those required by the applicable provisions of the Education Code.

Summit Public Schools will work diligently to assist the SCCOE in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other SCCOE-requested protocolrequired of SCCOE with respect to Summit Tahoma to ensure the SCCOE shallis not bedeemed liable for the operation of SPS:Summit Tahoma.

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

The corporate bylawsBylaws of Summit Public Schools shall provide for indemnification of the School's Board of Directors, officers, agents, and employees, and the School will purchaseother persons described in Section 5238(a) of the California Nonprofit Public Benefit law. Summit Public Schools shall purchase or cause to be purchased coverage for directors and officers, employment practices, general liability insurance, Board Members and Officers insurance, childhood sexual

, andassault, property, student accident, and cyber liability. Summit Public Schools shall require fidelity bonding to secure against financial risks in accordance with its fiscal policies.

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

The Board of Summit Public Schools, at the direction of the Board of Directors or its authorized designee, will maintain and implement appropriate risk management practices as discussed herein, including, but not limited to, screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By approving the renewal of this charterCharter, the Santa Clara County Office of Education will be fulfilling the intent of the California Legislature.

Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district

structure, as a method to accomplish all of the following:

- ~~(a)~~ Improve pupil learning.
- ~~(b)~~ Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- ~~(c)~~ Encourage the use of different and innovative teaching methods.
- ~~(d)~~ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the 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)

The Petitioners are eager to work independently yet cooperatively with ~~the County Office of Education~~SCCOE to establish the highest bar for what a charter school can and should be. ~~SPS:~~

Summit Tahoma pledges to work cooperatively with SCCOE to answer any concerns over this document and to present SCCOE with the strongest possible ~~charter~~Charter proposal requesting a five-year renewal from July 1, 2027 through June 30, ~~2026~~2032. Approval of the ~~charter~~Charter shall be governed by the standards and criteria in Education Code ~~Section 47605~~section 47605.

~~p~~

Summary report: Litera Compare Cloud 11.16.4.17 Document comparison done on 8/29/2026 5:36:19 PM	
Style name: Standard	
Intelligent Table Comparison: Active	
Original filename: FINAL_SPS Tahoma Charter Renewal 10.01.20 .pdf	
Modified filename: [FINAL DRAFT] Summit Tahoma Charter Renewal Petition_August 29 2026 .docx	
Changes:	
Add	2515
~~Delete~~	2176
~~Move From~~	156
Move To	156
Table Insert	61
~~Table Delete~~	44
Table moves to	0
~~Table moves from~~	0
Embedded Graphics (Visio, ChemDraw, Images etc.)	16
Embedded Excel	0
Format changes	0
Total Changes:	5124

Santa Clara County Office of Education

Initial Charter Petition	☐
Charter Material Revision	☐
Charter Renewal	☒
On Appeal	☐

Education Code §§ 47605
47607, 47607.2

CHARTER REVIEW MATRIX – DISTRICT APPEAL

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Summit Public School: Tahoma (SPS: Tahoma)	Name: Cady Ching, CEO	**Petition Received:**	
Location of Proposed School(s): 285 Blossom Hill Road, San Jose, CA 95123	Title: Valeria Torres, Manager of Government Affairs	**Public Hearing:** (60 days from receipt)	
Grade Level: 9–12	Phone/Cell: 650-544-5754	**Board Decision:** (90 days from receipt)	
District of Proposed Charter School: East Side Union High School District (ESUHSD)	Email: vtorres@summitps.org	☐ **30 day extension granted** (90 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Denial by District	
Evidence of district denial	Yes ☐ No ☐
District's written factual findings	Yes ☐ No ☐ Not Available ☐
Date of district denial:	
Received by County Board within 30 days	Yes ☐ No ☐
Copy of the charter as denied, including signatures	Yes ☐ No ☐
Description of any changes necessary to reflect the County Board as the authorizer	Yes ☐ No ☐
Signed certification stating petitioner(s) will comply with all applicable law	Yes ☐ No ☐

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your **comments** are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board.
Instructions to Charter Petitioner: As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:
Required to be included in every charter petition and/or Memorandum of Understanding.
Applies to Petition Renewals Only
Applies to both Material Revisions and Renewals Only

	REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(8)	Yes	No	N/A	Page
☐	The charter school presents a sound educational program?	☐	☐	☐	35–66
☐	The petitioners are demonstrably unlikely to successfully implement the program?	☐	☐	☐	
☐	The petition contains the required signatures? (not required for renewals)	☐	☐	☐	10
☐	The petition contains an affirmation of each of the conditions described in Education Code § 47605(d) (1)?	☐	☐	☐	8–11
☐	The initial review finds that the petition has included all of the required elements (A-O)?	☐	☐	☐	35–116
☐	The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	☐	☐	☐	113

☐	The charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate, considering fiscal impact of the school? (new charters only)	☐	☐	☐	N/A
☐	The school district is positioned to absorb the fiscal impact of the district (new charters only)	☐	☐	☐	N/A
	REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
		Yes	**No**	**N/A**	**Page**
• 50% of the permanent status teachers currently employed at the public school to be converted.					N/A
	REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)				
		Yes	**No**	**N/A**	**Page**
• 50% of parents/guardians of number of students expected to attend in year 1		☐	☐	☐	N/A
	OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year		☐	☐	☐	N/A
	NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)				
		Yes	**No**	**N/A**	**Page**
☐	The petition acknowledges that, should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: • The California Department of Education • State Board of Education	☐	☐	☐	N/A
	REQUIRED AFFIRMATIONS: Education Code § 47605(d)	**Yes**	**No**	**N/A**	**Page**
☐	Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of 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 in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	☐	☐	☐	8–11

	CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal and/or Material Revision (CCR) Title 5 Section 11966.4			
		Yes	**No**	**Page**
☐	Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☐	☐	117–119
☐	Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☐	☐	8–10
☐	Academic performance data reports showing increases in pupil academic achievement for all student groups; dashboard, CAASPP, LCAP and annual updates	☐	☐	15–26; 67–69
☐	Annual visits and annual reports, including correcting any deficiencies identified curing annual reviews and visits.	☐	☐	73
☐	Inspections or observations of any part of the charter school at any time	☐	☐	73
☐	Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	☐	☐	15–26
☐	Past performance of academics and operations and future plans for improvement establish likelihood of success.	☐	☐	13–26
☐	Includes updates to comply with all laws that have gone into effect since previous approval or renewal	☐	☐	8–10
Strengths:				
Areas of Concerns:				

Conclusions

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-O)				
A	**Educational Program**	**Evidence**	**Addressed in Petition**	**Page**
❒	**1. Targeted School Populations**		☐	37
	Age, grade levels and number of students	☐		37
	• Number of students per classroom	☐		Appendix X
	• Maximum enrollment predicted for school	☐		37
	Type of desired student populations	☐		37–39
❒	**2. Attendance**		☐	43
	• Describes whether multiple sites will be included	☐		N/A
	• Indicates proposed opening date(s)	☐		N/A
❒	Attendance requirements		☐	108
	• Includes length of school day and year	☐		43
	• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted.	☐		Appendix D
	• For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance.	☐		Appendix D
❒	**3. What it Means to be an Educated Person in the 21st Century**		☐	39
❒	Objective of enabling pupils to become self-motivated, competent, lifelong learners		☐	39
	Clear list of general academic skills and qualities important for an educated person	☐		39
❒	**4. Description of How Learning Best Occurs**		☐	43
	Persuasive instructional design	☐		43
	• Broad outline (not entire scope and sequence) of the curriculum content	☐		47–49
	• Description of instructional approaches and strategies	☐		46–47
	• Description of learning environment (e.g. traditional, independent study)	☐		43
	Proposed program strongly aligned to school's mission	☐		43
	Affirmation or description of curriculum aligned to student performance standards	☐		50
	Outline of plan or strategy to support students not meeting pupil outcomes	☐		51–53
	Instructional design or strategies based upon successful practice or research	☐		43–46
	Instructional strategies for special education, English learners, etc.	☐		56–66
	Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☐		47, 50
	Educational Program describes professional development for teachers	☐		45, 84–86
	Minimal instructional time (instructional minute calculations)	☐		43
	Includes school calendar	☐		Appx B
❒	**5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)**		☐	N/A
❒	**6. English Learner Services**		☐	56–58
❒	All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		☐	56–58

❒	Staff members providing English Learner Services are appropriately credentialed.		☐	83–84
❒	A description of the manner in which students are identified as requiring English Learner Services		☐	56
❒	A description of the process for reclassification of English Leaners		☐	57
❒	An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		☐	57
❒	References to curriculum and materials that will be utilized in the instruction of English Learners		☐	57–58
❒	Petition explains how English Learners will be reclassified and how English Learners and reclassified English Learners will be monitored		☐	57
Strengths:				
Areas of Concerns:				
Conclusions:				
❒	**7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052**		☐	50–51
❒	Charter includes language that assures compliance with LCFF/LCAP		☐	50–51
❒	Describes **annual goals for all pupils and for each subgroup of pupils identified** in EC 52052 to be achieved in each of the **8 state priorities**, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		☐	50–51
	❒ A. Conditions of Learning	☐		Appx J
	(Priority 1) Basic Needs	☐		Appx J
	(Priority 2) Implementation of State Standards	☐		Appx J
	(Priority 7) Course Access	☐		Appx J
	❒ B. Pupil Outcomes	☐		Appx J
	(Priority 4) Pupil Achievement (College and Career)	☐		Appx J
	(Priority 8) Other Pupil Outcomes	☐		Appx J
	❒ C. Engagement	☐		Appx J
	(Priority 3) Parental Involvement	☐		80–81
	(Priority 5) Pupil Engagement	☐		Appx J
	(Priority 6) School Climate	☐		24–25
	Provides specific annual actions to achieve these goals for each of the student groups listed below:	☐		Appx J
	❒ Racial/Ethnic groups	☐		Appx J
	❒ Low-income students, including homeless students	☐		Appx J
	❒ English Learners	☐		Appx J
	❒ Students with disabilities	☐		Appx J
	❒ Foster youth	☐		Appx J
❒	**8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)**		☐	47–49
	If serving high school students, describes how district/charter school informs parents of:	☐		47–49
	❒ Transferability of courses to other public high schools; and	☐		47–48
	❒ Eligibility of courses to meet college entrance requirements	☐		47–49
	❒ Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	☐		47–49, 73

Strengths:

Areas of Concern:

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
❒	Identifies whether or not is an independent LEA for special education purposes (with verifiable written assurances)		☐	58
❒	Consulted with the Santa Clara County SELPA Director		☐	N/A
	• Discussed special education responsibilities of charter	☐		N/A
	• Discussed application of SELPA policies	☐		N/A
❒	In writing explains how special education services will be provided consistent with SELPA plan and/or policies and procedures		☐	58–61
	• Includes fiscal allocation plan	☐		60–61
❒	If charter not an independent LEA (School of SCCOE for Special Ed):		☐	N/A
	• Clarifies in charter the responsibilities of each party for service delivery	☐		58–61
	❒ Referral	☐		N/A
	❒ Assessment	☐		N/A
	❒ Instruction	☐		N/A
	❒ Due Process	☐		N/A
	❒ Agreements describing allocation of actual and excess costs	☐		N/A
	❒ Charter fiscally responsible for fair share of any encroachment on general funds	☐		61
❒	If charter is own LEA		☐	58–65
	• Notified SELPA Director of intent prior to February 1st of the preceding school year	☐		58–66
	• Located within SELPA geographical boundaries	☐		58–66
	• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	☐		Appx X
	• Provides assurances that all will be instructed in safe environment	☐		87–94
	• Provides copy of original charter petition and any amendments to SELPA	☐		58–66
	• Responsible for any legal fees relating to application and assurances process	☐		58–66
	• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A)	☐		58–61
	• Meets the terms of all SELPA policies and procedures	☐		58–61
	• Charter fiscally responsible for fair share of any encroachment on general funds	☐		61
❒	Petition includes the following assurances:		☐	58
	• The charter will comply with all provisions of IDEA and plan for how it will comply	☐		58

	• No student will be denied admission based on disability or lack of available services	☐		58
	• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	☐		62
☐	Staff members providing special education services are appropriately credentialed		☐	61
☐	Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		☐	58–59
☐	The charter school will assume full responsibility for appropriate accommodations to address the needs of any student		☐	61, 65–66
☐	The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		☐	61
☐	Specialized instruction and services available at the school		☐	61, 65–66
☐	The provision of Designated Instruction and Services (DIS)		☐	61
☐	Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☐	58–66
☐	The procedures for ensuring that students are referred, assessed and served in a timely manner		☐	62
☐	A description of the school's "Search and Service" procedures		☐	62
☐	The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		☐	64
☐	Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		☐	58–66
☐	Overview of how special education funding and services will be provided by:		☐	60–61, 65
	• Charter School	☐		60–61, 65
	• Charter Granting Agency	☐		65
	• SELPA			50–51, 54
☐	Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☐	63–64
ii	**Implementation of Section 504 of the Rehabilitation Act**	**Evidence**	**Addressed in Petition**	**Page**
☐	All eligible enrolled students will receive appropriate accommodations and modifications consistent with Section 504 of the Rehabilitation Act	☐		58–60
☐	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	☐		58
☐	All staff members providing services to the student are familiar with the identified needs of the student	☐		59
☐	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☐		58–59
☐	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	☐		58–60
☐	Includes plan and appropriate staffing for 504 compliance	☐		58–60
iii	**Implementation of Americans with Disabilities Act (ADA)**	**Evidence**	**Addressed in Petition**	**Page**
☐	Affirms charter's obligations to comply with ADA		☐	58–59
☐	Any facility used by charter will be ADA compliant		☐	58–59

Strengths:

Areas of Concern:

Conclusions

B	Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"	Evidence	Addressed in Petition	Page
❒	**Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.**		☐	**67; 70–71**
	How pupil outcomes will address state content and performance standards in core academics.	☐		67–69
	Exit outcomes include acquisition of academic and non-academic skills.	☐		67
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☐		67
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☐		67
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☐		67
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A–G" requirements.	☐		47–49, 67
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	☐		23
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☐		49–50
	If high school, graduation requirements defined.	☐		49–50
	If high school, WASC accreditation standards addressed.	☐		73
❒	**LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified student groups will meet performance goals that are stated in the charter**		☐	**68–69**
❒	Statement that pupil achievement measurements will include the elements listed below:		☐	68–69
❒	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☐	Appx J
❒	(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		☐	68, 70
❒	(B) The Dashboard indicators, as described in Section 52052/alternative academic performance data		☐	15–26, 68
❒	(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study		☐	20, 68

	that align with state board-approved career technical educational standards and frameworks,			
❒	(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Proficiency Assessment of California or any subsequent assessment of English proficiency, as certified by the state board.		☐	23–24, 68–69
❒	(E) The English learner reclassification rate.		☐	69; 57
❒	(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.		☐	69
❒	(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program.		☐	19–22
For Charter Renewal, EC 47607 and 47607.2 holds that <u>increases</u> in pupil academic achievement for <u>all groups</u> of students served by the charter school is defined as one year of growth for each year in school.				
❒	Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant student subgroups		☐	16–25
❒	Evidence that the charter school served all students who wished to attend the school should there be sufficient space		☐	37–39
The High Achieving threshold for renewal per EC 47607(c)(2)(A):				
❒	1. The charter school has received the highest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or		☐	N/A
❒	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or higher than the state average.		☐	N/A
The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:				
❒	1. The charter school has received the lowest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or		☐	N/A
❒	2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or lower than the state average.		☐	N/A
❒	A charter may be renewed <u>only</u> if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance <u>and</u> there is clear and convincing evidence that the school is making progress established by one year's growth for each year in school or strong post-secondary outcomes.		☐	N/A
The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):				
❒	Review of dashboard state and local indicators, greater weight will be given to academic indicators		☐	15–25
❒	Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes		☐	16–23
Strengths:				
Areas of Concern:				

Conclusions:

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	☐		70–71
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☐		70–71
	Chosen assessments are appropriate for standards and skills they seek to measure	☐		70–71
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☐		70
	Describes minimal required performance level necessary to attain each standard	☐		67–69
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☐		71–72
	Method of measuring outcomes aligns with SARC		☐	72
❒	**LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes**		☐	**68–69, 70**
❒	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		☐	70–71
❒	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		☐	70
❒	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☐	71–72
❒	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☐	72
❒	(E) Committed plan to share performance information with students, families and public agencies		☐	72

Strengths:

Areas of Concern:

Conclusions

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
❒	Describes what role parents have in the governance of the school		☐	80–81
❒	Describes key features of governing structure (usually a board of directors) such as:		☐	75–77
	• Size/composition of board	☐		75
	• Board committees or advisory councils	☐		77–78
	• Board's scope of authority/responsibility/conflict of interest	☐		75, 77
❒	Status as a non-profit corporation		☐	74
❒	Tax exempt status	☐		74
❒	If non-profit, provisions for liability for debts		☐	74, 120

❒	Has set of bylaws, policies or similar documents	☐		74
❒	Initial governing board members identified by name or the process used to select them and future board members	☐		31–33
❒	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	☐		74, 76
❒	Demonstrates compliance with Brown Act		☐	77–78
❒	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☐	81
❒	Detailed description of any relationship with for profits, including CMO/EMO		☐	77
❒	Compliance with transparency and public accountability		☐	77–78
	• Public Records Act	☐		10
	• Political Reform Act of 1974	☐		77–78
	• Government Code 1090 et seq.	☒		77
	• Brown Act	☐		77–78

Strengths:

Areas of Concern:

Conclusions

E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☐		82
	Process for staff selection	☐		84
	Procedure for adequate background checks	☐		87–88
	Salaries and benefits for all employees	☐		106–107
	Measures of assessment of performance	☐		85–86
❒	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☐		82–83
❒	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Confirms that these teachers will teach only within the restrictions of their credentials		☐	83–84
❒	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes	☐		85
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☐		85
	Statement of acknowledgment that all employees are subject to state and federal employment laws	☐		82
	Explains how teachers will learn the curricula	☐		84–86

Strengths:

Areas of Concern:

Conclusions

F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
❒	Affirms that each employee will furnish the school with a criminal record summary		☐	87
❒	Outlines specific health and safety practices addressing such key areas as:	☐		87–94
	• Seismic safety (structural integrity and earthquake preparedness)	☐		90
	• Natural disasters and emergencies	☐		90–93
	• Immunizations, health screenings, administration of medications, employee TB testing	☐		88–89
	• Tolerance for use of drugs and/or tobacco	☐		90
	• Staff training on emergency and first aid response	☐		88, 92–93
	• Description of the charter school's safety plan and disaster preparedness plan	☐		92–93
	References/accompanied by more detailed set of health and safety related policies/procedures	☐		87
❒	Method for conducting criminal background checks for potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony, including ongoing updates		☐	87–88

Strengths:

Areas of Concern:

Conclusions:

G	Means to Achieve a Reflective Racial and Ethnic, Special Education, and English Learner Balance	Evidence	Addressed in Petition	Page
❒	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic, special education, and English Learner groups	☐		95
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic, special education, and English Learner balance which is reflected of the district/COE's general student population	☐		95–96
❒	Renewal: Includes racial and ethnic, special education, and English Learner make-up data and identifies means charter will use to address any underrepresented populations	☐		96

Strengths:

Areas of Concern:

Conclusions:

H	Admissions Policies and Procedures Consistent with 47605(d)	Evidence	Addressed in Petition	Page
❒	Mandatory assurances regarding non-discriminatory admission procedures		☐	98–99
❒	Clearly describes admissions procedures, including any preferences • Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference • Preferences will be approved at a public hearing and cannot be changed without a material revision • Preferences consistent with federal, state law Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation		☐	97–101
	Includes a copy of an annual parent/student contract and/or handbook, if available	☐		Appendix D
❒	Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		☐	97–101
	Provides application and admission timelines	☐		97–98
❒	Specifies all information to be requested on any application		☐	97
❒	Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		☐	98, 81

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of 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 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
❒	Procedure to select and retain independent auditor	☐		119
❒	Qualifications of independent auditor	☐		119
❒	Audit will employ generally accepted accounting procedures	☐		119
❒	Describe specific scope of audit	☐		119
❒	Timing of audit and to whom it will be sent	☐		117–119
❒	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	☐		119
❒	Describes manner in which the audit will be made public	☐		119
❒	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the		☐	117–118

	annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year			
❒	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		☐	117–118
❒	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	☐		118

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion Procedures	Evidence	Addressed in Petition	Page
❒	Includes new legal language in header and throughout the section	☐		102–105
❒	Student code of conduct and process by which this information is given to students and parents/guardians	☐		103
❒	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☐		103
❒	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason		☐	102–105
❒	Describes disciplinary steps to be taken prior to suspension or expulsion	☐		103
❒	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	☐		103
❒	Identifies the detailed procedures by which pupils can be suspended or expelled.		☐	103–104
❒	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to suspension or expulsion.		☐	104
❒	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		☐	104
❒	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	☐		103
❒	What educational alternative, if any, will be provided to students who were suspended or expelled	☐		102–105
❒	Describes who or what body will be responsible for final suspension/expulsion decisions	☐		103
❒	Describes appeal procedures	☐		Appx S
❒	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district		☐	104

❒	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☐		102–104
❒	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☐		102–105
❒	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 2. For suspensions of more than 10 days and all expulsions: a. Timely written notice of the charges and the pupil's rights. b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate. c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason.		☐	102–104
❒	Explains how resident school district or COE will be involved in disciplinary matters	☐		105

Strengths:

Areas of Concern:

Conclusions

K	Staff Retirement System	Evidence	Addressed in Petition	Page
❒	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☐	106
❒	Specifies which retirement system for each position		☐	106
❒	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		☐	106
	Relationship between teachers and district/county bargaining unit	☐		106
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☐		106
	Labor procedures which will be applied to employees	☐		106
	Process for resolving complaints/grievances	☐		110–112
	Process for ensuring due process	☐		102–105
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☐		106–107
	Process for staff recruitment, selection, evaluation and termination	☐		84–86
	Procedure for processing and monitoring credentials if required	☐		83–84
❒	Establish compliance with Ed Code 47611		☐	113

Strengths:

Areas of Concern:

Conclusions

L	Attendance Alternatives	Evidence	Addressed in Petition	Page
❒	States that students may attend other district schools or pursue an inter-district or intradistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		☐	108
❒	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		☐	108
Strengths:				
Areas of Concern:				
Conclusions				

M	Description of Employee Rights	Evidence	Addressed in Petition	Page
❒	Description of employee rights upon leaving school district or SCCOE		☐	109
	• Acknowledgment whether collective bargaining contract in district/SCCOE will be controlling	☐		113
	• Whether and how charter school staff may resume employment within the district/SCCOE	☐		109
	Sick/vacation leave (ability to carry it over to and from charter school)	☐		109
	• Whether charter school staff will continue to earn service credit (tenure) in district/SCCOE while at charter school	☐		109
	• How employees will be paid (e.g. salaried, hourly, etc.)	☐		Appendix T
	• Describes employee benefits	☐		106–107
	• Identifies intended employment status of charter school employees (exempt/non-exempt)	☐		Appendix T
	• Describes how rights will be communicated to prospective employees	☐		Appendix T
Strengths:				
Areas of Concern:				
Conclusions				

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
❒	Outlines a simple process for charter and granting agency to settle disputes	☐		110–112
	Process indicates whether it is binding on school or granting agency/fair process	☐		111–112
	Step by step process for identifying/framing dispute points	☐		111
	• Whether internal charter disputes may be brought to granting agency	☐		110
	• Identifies specific parties to be involved at each step	☐		110–112
	• Basic rules at each step	☐		110–112
	• Which results are binding	☐		112
❒	Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process)	☐		110–112
Strengths:				
Areas of Concern:				
Conclusions				

O	Closure of Charter School	Evidence	Addressed in Petition	Page
❒	Outlines an adequate process to be used if the charter school closes		☐	114–116
❒	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter		☐	114–116

	school and for the maintenance and transfer of public records and pupil records (per code)			
❒	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	☐		114

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
❒	Describes how charter administrative services will be acquired or provided		☐	118
❒	Describes how the day-to-day administrative operations will be handled	☐		79–80

Strengths:

Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
❒	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE?		☐	120–121
❒	Appropriate insurance coverage in conformance with SCCOE risk management standards		☐	118, 120–121
❒	Indemnification/defense/hold harmless of SCCOE		☐	120–121

Strengths:

Areas of Concern:

Conclusions

iii	Financial Plan	Evidence	Addressed in Petition	Page
❒	First year operational budget includes:		☐	N/A
❒	• Start-up costs		☐	N/A
❒	Cash flow for first three years		☐	Appendix X
❒	Financial projections for first three years		☐	Appendix X
❒	FCMAT Fiscal Health		☐	Appendix X

Strengths:

Areas of Concern:

Conclusions

iv	Labor Relations	Evidence	Addressed in Petition	Page
❒	Specifies whether charter or local school district will be employer for EERA purposes		☐	113
❒	Specifies whether it is the charter school or the corporation that will be the employer	☐		113
❒	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	☐		113

Strengths:

Areas of Concern:

Conclusions

v	Planning Assumptions	Evidence	Addressed in Petition	Page
❒	• Number/types of students	☐		37
❒	• Number of staff	☐		Appendix X
❒	• Teacher/student ratio	☐		82
❒	• Facilities needs	☐		118–119
❒	• Whether the charter school will participate in the National School Lunch Program	☐		89
❒	• Costs of all major items are identified and within reasonable market ranges	☐		Appendix X
❒	• Revenue assumptions in line with state and federal funding guidelines	☐		117
❒	• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☐		Appendix X
❒	• Timeline allows window for grant applications to be submitted and funded	☐		N/A

Strengths:

Areas of Concern:

Conclusions

vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
❒	• Clearly identifies most major start-up costs	☐		N/A
❒	• Staffing	☐		N/A
❒	• Facilities	☐		N/A
❒	• Equipment and Supplies	☐		N/A
❒	• Professional Services	☐		N/A
❒	• Assumptions in line with overall school design plan	☐		N/A
❒	• Identifies potential funding source that could or would fund these costs	☐		N/A
❒	• Timeline allows for grant and fundraising	☐		N/A

Strengths:

Areas of Concern:

Conclusions

vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
❒	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☐		Appx X
❒	• Revenue assumptions closely related to applicable state and federal funding formulas	☐		117
❒	• Expenditure assumptions reflect school design plan	☐		Appx X
❒	• Expenditure assumptions reflect prevailing or market costs	☐		Appx X
❒	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☐		Appx X

❒	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☐		Appendix X
❒	• If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	☐		N/A
❒	• Budget clearly indicates restricted versus general operating/flexible funds.	☐		Appendix X
❒	• Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	☐		118, 120–121
❒	• Expenditure sufficient for reasonably expected legal services	☐		Appendix X
❒	• Expenditure for Special Education excess costs consistent with current experience in county	☐		Appendix X
❒	• Description of all insurance the charter school will purchase, complete with annual cost	☐		Appx W p.561–567
❒	• First year budget premised on realistic year 1 ADA	☐		N/A

Strengths:

Areas of Concern:

Conclusions

viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page
❒	• Monthly projection of revenue receipts in line with state/federal funding disbursements	☐		Appendix X
❒	• Expenditures projected by month and correspond with typical/reasonable schedules	☐		Appx X
❒	• Show positive fund balance each month and/or identify sources of working capital	☐		Appendix X

Strengths:

Areas of Concern:

Conclusions

ix	Long-term Plan	Evidence	Addressed in Petition	Page
❒	• Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☐		Appx X
❒	• Revenue assumptions based on reasonable potential growth in state and federal revenues	☐		Appx X
❒	• Revenue assumptions based on reasonable student growth projections	☐		37
❒	• Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☐		Appendix X
❒	• Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☐		Appendix X

Strengths:

Areas of Concern:

Conclusions

x	District Impact Statement	Evidence	Addressed in Petition	Page
	• Does the charter include an impact statement?	☐		120
	• Provides estimated numbers of students anticipated to enroll	☐		37
	• Identify whether or not will request district-owned facilities	☐		N/A

Strengths:

Areas of Concern:

Conclusions

xi	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district?	☐		119
	○ If not, does the Petition demonstrate any basis for an exception	☐		N/A
	• Does the Petition identify where the school will operate?	☐		119
	• Does the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district?	☐		1

Strengths:

Areas of Concern:

Conclusions

xii	Annual Financial Report	Evidence	Addressed in Petition	Page
	• Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction?	☐		117–118

Strengths:

Areas of Concern:

Conclusions

xiii	Facilities / Transportation	Evidence	Addressed in Petition	Page
❒	• Specify where school intends to be located and describes facilities to be used by the charter school.	☐		118–119
❒	• Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision).	☐		Appendix CC
❒	• Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities.	☐		Appendix CC
❒	• Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.)	☐		120

Strengths:

Areas of Concern:

Conclusions

xiv	Insurance Coverage	Evidence	Addressed in Petition	Page
❒	Describes minimum insurance coverage consistent with SCCOE risk management requirements	☐		118

❒	• Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.	☐		Appendix W
❒	• Liability of district/county to handle payments if charter school defaults: • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language	☐		120
❒	Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	☐		120–121
Strengths:				
Areas of Concern:				
Conclusions				