

# Summit Preparatory Charter High School

## Charter Material Revision

Submitted to the Sequoia Union High School District

June 6, 2013

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## TABLE OF CONTENTS OF LEGAL REQUIREMENTS

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

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

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

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

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

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

## **AFFIRMATIONS / ASSURANCES**

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

- Summit shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Summit employees shall be employees of Summit Public Schools, a California nonprofit, public benefit corporation. Summit Public Schools shall operate the school and shall be deemed the exclusive public school employer of the employees of Summit for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
- Summit shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Summit shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Summit shall admit all students who wish to attend Summit, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random lottery process with preferences as required by Education Code Section 47605(d)(2). Except as provided in Education Code Section 47605(d)(2), admission to Summit shall not be determined according to the place of residence of the student or his or her parents within the State. In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the charter and shall not take action to impede the charter school from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- Summit shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- Summit 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.
- Summit 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)]
- Summit shall ensure that teachers in Summit hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- Summit shall at all times maintain all necessary and appropriate insurance coverage.
- Summit shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)
- If a pupil is expelled or leaves Summit without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. California Education Code Section 47605(d)(3)]
- Summit 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)]
- Summit shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- Summit shall comply with any jurisdictional limitations to location of its facility. [Ref. California Education Code Section 47605 and 47605.1]
- Summit shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 48000 and 47612]
- Summit shall comply with all applicable portions of the No Child Left Behind Act.
- Summit shall comply with the Public Records Act.
- Summit shall comply with the Family Educational Rights and Privacy Act.

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

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

*Brian D. Johnson*

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Brian Johnson  
Executive Director, Summit Preparatory Charter High School  
Petitioner for Summit

June 6, 2013

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Date

## **INTRODUCTION**

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Summit Preparatory Charter High School received its first charter petition from the Sequoia Union High School District in 2006. In June 2012, the charter was renewed for a 5 year period. The community members, faculty, parents, students, and alumni of Summit Prep are excited to continue to build a strong relationship with the SUHSD, and to work very hard to continue to bring a strong high school option for families in the District.

Therefore, with the support and encouragement of hundreds of Summit community members, this group of petitioners respectfully submits a request for material revision of the Summit charter for the district's consideration.

We are eager and excited to find ways to continue to contribute to the Sequoia Union High School District's admirable vision of engaging and preparing all students to excel in a 21<sup>st</sup> Century global society.

Thank you for your consideration.

The Petitioners for Summit Preparatory Charter High School

## **I. LEADERSHIP GROUP**

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The leadership group of Summit Preparatory Charter High school

### **Executive Director, Summit Preparatory Charter High School: Penelope Pak**

Expertise: Strategic Planning, Teacher Development, Curriculum, Instruction, and Administration  
Education and Experience:

Ms. Pak graduated from UC Berkeley, where she double majored in Political Science and Mass Communications. She then went on to receive her M.A. in Education and teaching credential from Columbia University, Teachers College. After Columbia, she taught English for four years at Summit Prep. For the past two years, she has been the Assistant Director of Summit Prep. In her previous career, Ms. Pak worked as a publicist in the film industry.

### **Assistant Director, Summit Preparatory Charter High School: Patti Giamoni**

Ms. Giamoni graduated from North Carolina State University, where she majored in Spanish Language and Literature and went on to receive her teaching credential from NCSU. After graduating, she taught at William G. Enloe High School in Raleigh, North Carolina for 7 years. She is International Baccalaureate (IB) certified. After 7 years, she moved to California and taught at Summit Prep. In her 2 years there she taught both Spanish for Native Speakers as well as AP Spanish Language and Literature. For the past three years she has been teaching all levels of Spanish at Everest Public High School in Redwood City. Before entering the education field, she worked as a day trader for 3 years.

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

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

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

In 2010, Ms. Tavenner was presented the Hart Vision School Leadership award for her outstanding leadership of California Charter Schools. She was also named President of the California Charter Schools' Association Member Council. In 2012 Ms. Tavenner was awarded the "Dreamer of the Year" award by the Young Dreamer's Network, a youth organization that organizes opportunities for early career and life guidance in addition to regular community service activities.

Prior to founding Summit Preparatory High School, Ms. Tavenner served as Assistant Principal, Curriculum and Instruction, at Mountain View High School. She was instrumental in opening access to the advanced

placement and honors programs, which increased the diversity of the students taking the classes while maintaining passage rates that exceed national and state averages. She introduced processes that increased collaboration between administration, faculty and students in key areas such as master schedule creation and in campus groups. She also administered the counseling program at Mountain View High, instituting national standards in the department in order to focus on student outcomes.

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

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

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

Expertise: Finance, 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 Prep Charter High School, 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 Summit, 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.

**Summit Public Schools Board Chairman: Robert J. Oster**

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

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

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

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

**Summit Public Schools Board Member: Steven Humphreys**

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

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

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

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

**Summit Public Schools Board Member: Blake Warner**

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

Education and Experience: Mr. Warner founded Silicon Valley Partners in 2009 with more than 16 years of investment banking experience, advising media and technology companies. Prior to founding Silicon

Valley Partners, Mr. Warner was a Managing Director and Co-head of the Software, Media and Telecommunications group at Thomas Weisel Partners, a San Francisco-based investment bank specializing in growth companies. Prior to joining TWP, Mr. Warner spent five years at Bank of America specializing in structured finance in the Entertainment, Media & Gaming practice.

Mr. Warner earned his Masters of Business Administration from the Marshall School of Business at the University of Southern California. He received his Bachelor of Arts degree with a double major in Business Economics and Political Science from the University of California at Santa Barbara. Mr. Warner is married, has three children and lives in the San Francisco Bay Area.

**Summit Public Schools Board Member: Robert O'Donnell**

Expertise: Finance, business management, organization, administration

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

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

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

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

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

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

**Summit Public Schools Board Member: Meg Whitman**

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

Education and Experience: Ms. Whitman has served as HP's President and Chief Executive Officer since September 2011. She has also served as a member of the Board of Directors of HP since January 2011.

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

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

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Pak									
Giamoni									
Tavener									
Parker									
Oster									
Humphreys									
Warner									
O'Donnell									
Whitman									

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

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

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

### **Mission Statement**

Summit Prep’s mission is to prepare a diverse group of students 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, Summit Prep seeks to develop educators that are trained and skilled in best practices that enhance achievement for all students. The school aspires to serve as a model for high schools endeavoring to prepare all students for post secondary academic pursuits.

### **Educational Philosophy**

#### ***Students Served***

Summit Prep serves a heterogeneous group of 420 students. The students’ primary interests are preparing for acceptance to and success in college. The students’ backgrounds represent the heterogeneity found in the population of the Sequoia Union High School District (“District”), which draws its students from the Peninsula community with a population of over 434,000 that is rich in racial and cultural diversity.

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

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

The competitive nature of the 21st century global economy requires citizens in the United States to compete with others from around the world for employment opportunities, as greater numbers of businesses develop multi-national operations. Globalization of the economy demands that students possess a deeper understanding of other countries, their cultures, and their economies. New ways of engaging in international cooperation and competition will be a mandatory skill for students in the 21st

century. This challenge will require an educational program that is far more interdisciplinary in nature than in the past. Finally, the global economy will necessitate that students are able to work with others of every background, ethnicity and culture. At Summit, we have a proven track record of teaching students the values and tools needed for this new economy.

In educating students for work and citizenship in the 21st century, Summit Prep fosters the following habits of mind: intellectual curiosity; creative expression; moral reasoning; and empathy for others. We have six core characteristics that we expect students to embody at all times: respect, responsibility, compassion, curiosity, courage and integrity. Appendix D, the Student and Parent Handbook, clearly details these core characteristics. Summit Prep will expect its graduates to engage in a system of thinking that involves articulating ideas and making informed decisions by hypothesizing, connecting, analyzing, using evidence, and evaluating significance and perspective. The Summit Prep educational program creates the conditions under which its students will become self-motivated, competent, and life-long learners.

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

Summit 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 believes that learning best occurs in a school that successfully implements the following features:

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

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

### **Program Design**

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

The environment is **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. Summit provides these opportunities to its students and faculty through its small size (420 students) and small classes (25 students). In addition, Summit facilitates 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 and to support all student learning and success.

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

The environment is personalized via an **advisory program**. Each student will have one faculty member serve as his/her mentor for four years. The mentor will meet daily for ten minutes with the advisees and lead a weekly ninety minute Connections course that will support both a healthy, balanced, and productive high school experience while ensuring a successful transition to college. In addition, it will develop academic literacy skills. The mentor group, consisting of no more than 18 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 fosters **self-discovery and goal setting**. Summit students constantly 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 develop more meaningful aspirations that help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

Each student has a **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 his or her parents, will develop a Personalized Learning Plan that reflects the student's learning style, preparation, challenges, interests and his or her personal and professional aspirations. Our goal is to support students to work at their full potential, pursue their individual passions, and take personal responsibility for their own learning and success. Each year, students participate with their mentor and parents in evaluating what they have learned and achieved in order to refine their goals and plans based on their educational experiences. This process 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 21<sup>st</sup> century workplace. Templates for the PLPs are included in Appendix Y.

Each student is guided through **college and career planning**. A significant percentage (~40%) of Summit's population will be first-generation college students and our program assists them in building relevant skills and goals, while fully preparing every student for college entrance. A dedicated College Readiness course is required of all 11<sup>th</sup> grade students. Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, take all required college entrance tests, and develop habits that will help ensure a successful experience at the college of their choice. They will explore career options of interest to them, find out about the prerequisite knowledge and skills needed for particular careers, and develop job search and workplace skills.

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

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

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

There is an emphasis on **culture and professional development**. The culture of the school is that of a learning community in which each member works towards a set of individual goals, takes responsibility for the success of their own PLP (personal learning plan), and is nurtured by the community to reach their highest potential. Teachers, administrators, and staff work with a professional mentor or coach to develop annual goals and to set up an evaluation process similar to the students' PLP. This process is highly motivating and supportive for teachers, and 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 recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, Summit 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.

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

***Interdisciplinary Curriculum:*** To facilitate greater conceptual understanding and to make content more relevant, lessons, units and study trips 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 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 and at other high schools or organizations, and as another vehicle through which a student can express his or her knowledge and understanding of content.

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

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

A narrative description of the average daily experience of various Summit is included in Appendix C – Narrative Description of a Typical Day for Summit.

## ***Curriculum***

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

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

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

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

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

**Advanced Placement Exams:** Students will be expected to prepare for and pass at least one AP exam. All 11<sup>th</sup> grade students take the AP English Language exam, and all 12<sup>th</sup> grade students take either the AP English Literature exam OR the appropriate AP Spanish exam, plus one other exam of their choosing. Preparation will include course work as well as some teacher directed independent study. Subject teams spend a considerable amount of time "vertical planning" to ensure that students have the skills and content knowledge to both pass these exams as well as succeed in the content area in college.

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

**Approved Courses:** All courses offered at Summit in the five core subject areas are UC approved and meet the school's graduation requirements (which exceeds the UC/CSU a-g college acceptance requirements). For visual and performing arts, every student is given the opportunity each year to take a UC approved elective course. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the school's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at

Summit 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 are made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the school. Summit currently teaches the following courses. 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. All courses are approved by the UC system. Sample course descriptions from each subject area are contained in Appendix E.

a - Social Science

- World History and Geography I
- World History and Geography II
- US History AP & Government and Politics AP I
- US History AP & Government and Politics AP II

b – English

- Literature and Personal Choice
- The Individual and Society
- English Language and Composition AP
- English Literature and Composition AP

c – Mathematics

- Algebra I
- Geometry
- Advanced Algebra and Trigonometry
- Pre-calculus
- Statistics AP
- Calculus AP

d – Laboratory Science

- Physics
- Chemistry
- Biology
- Environmental Science AP

e – Language other than English

- Spanish I
- Spanish II
- Spanish III
- Spanish IV
- Spanish for Native Speakers I
- Spanish for Native Speakers II
- Spanish Language AP
- Spanish Literature AP

f – Visual and Performing Arts

- Musical Theater I and II

- Instrumental Music
- Photography
- Film-making
- Dance I
- Drama I
- EZINE-Digital Media Design & Production
- Rock Music Ensemble
- Visual Art I
- Visual Art II

**Graduation Requirements:** To be eligible for graduation from Summit, 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
  - 3 Language other than English
  - 1 Visual and Performing Art
- Received credit for the following number of year-long courses or equivalent experiences:
  - 3 Elective
  - 4 Connections
  - 4 Physical Activity

### **Materials**

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

The materials Summit Prep uses are necessary to support a college preparatory and AP program, and include:

- Textbooks
- Computers and Projection Devices
- Software Programs
- Laboratory Science Equipment and Materials
- Test Preparation Guides
- The Internet
- A Research Library
- A Reading Library
- Manipulatives
- Maps and Atlases
- Dictionaries and Thesauruses
- Graphing calculators
- Digital Cameras, Recorders and Voice Recording Devices

- Televisions, VCRs and DVD players
- Musical Instruments
- California Physical Fitness Test Equipment

Appendix F includes a detailed list of materials and texts that will form the basis for those selected for use at Summit Prep.

## **Academically Low Achieving Students**

### ***Overview***

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

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

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

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

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

For four hours each week, the student's classroom teachers hold office hours between 3:15 and 5:15 pm. The teachers have a rotating schedule to ensure that every student can see all five of his/her classroom

teachers at least 30 minutes per week, in a small group or individual session. Low-achieving and at-risk students are encouraged - and often commit via their Personalized Learning Plan - to attend these sessions on a weekly basis. During the sessions, the teachers re-teach material, provide additional support for completing assignments, provide additional individualized instruction and offer alternative assessments.

### ***Intersession***

For eight weeks of the school year, students engage full-time in a sixth course. During the 3:15 to 5:15pm timeframe of these weeks, low-achieving and at-risk students work individually and in small groups with their course teachers to revisit course concepts and revise material that they were not able to master to standard during the regular semester. With intensive support and the additional time, students demonstrate mastery during these periods, and are prepared to move the next semester or course.

### ***Independent Learning***

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

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

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

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

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

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

## **Academically High-Achieving Students**

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

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

## **English Learners**

### ***Overview***

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

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

Summit administers the home language survey upon a student's initial enrollment into Summit (on enrollment forms).

### ***CELDT Testing***

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

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

### ***Reclassification Procedures***

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.

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

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

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

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

## **Serving Students with Disabilities**

### ***Overview***

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

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEIA" or "IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School agrees to implement a Student Study Team Process, a regular education function which shall monitor and guide referrals for Section 504 and special education services.
- The Charter School wishes to continue as an LEA and a member of the San Mateo Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to

Education Code Section 47641(a). The Charter School shall be solely responsible for compliance with the IDEIA and the costs thereof.

### Section 504 of the Rehabilitation Act

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

A 504 team will be assembled by the Executive Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

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

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

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

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

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

Services for Students under the IDEIA

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the San Mateo SELPA.

### **Services for Students under the IDEIA for Summit Prep as an LEA and Member of San Mateo SELPA**

*The following language applies for an LEA and member of the San Mateo SELPA pursuant to Education Code Section 47641(a):*

As a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education Improvement Act ("IDEIA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to Summit Prep. The Charter School shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, the Charter School shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, the Charter School shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

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

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*“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607.”*

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

and

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

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

#### **Measurable Student Outcomes**

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

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

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

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

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

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

- English Language Arts 9-10
- English Language Arts 11-12
- Algebra I (if necessary as determined in summer before 9<sup>th</sup> grade)

- Geometry
- Algebra II
- Trigonometry
- Probability and Statistics
- World History, Culture, and Geography: The Modern World
- United States History and Geography: Continuity and Change in the Twentieth Century
- Principles of American Democracy and Economics
- Physics
- Chemistry
- Biology / Life Science

Additionally, Graduates will pursue the following outcomes:

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

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

Summit has consistently performed in the top 20% of the state on the Academic Performance Index (“API”) and has met 7 out of 7 Adequate Yearly Progress criteria. Summit has been measured as a 9 or 10 every year on the API total and similar school measure. Summit will continue to have a yearly goal of being a 10 on the Similar School Index of the API measure.

### **Methods of Measurement**

The following assessment tools will be used at the indicated frequency to assess student progress in meeting the desired student outcomes. For a sample of the data that Summit collects, please see Appendix DD, the school profile.

**Annually**, performance on

- California State Standards Exams
- California High School Exit Exam
- California English Language Development Test
- 9<sup>th</sup> Grade Test of Physical Fitness
- Cumulative Final Exams
- Advanced Placement Exams
- PSAT
- SAT I
- SAT Subject Tests
- Early Assessment Program for the California State Universities (ELM and EPT)

**Each Semester**

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

- Progress toward achieving Individual Education Plan (IEP) goals
- Student Satisfaction Survey

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

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

#### **Upon Graduation**

- Completion of all graduation requirements
- Application to at least one four year college
- If not accepted to a four year college, a completed college trajectory plan for going to community college and then a four year college

## **Use and Reporting of Data**

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

#### **Collection**

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

#### **Analysis**

- Individual students, their parents and mentor will analyze each student's individual performance on all of these measures listed below in the context of their semi-annual Personalized Learning Plan discussions.

- The school faculty analyzes data from all of the tools listed for individual students, student subgroups, as well as school-wide, at least three times per year.
- The Board will review the data and the faculty's analysis of it at least two times per year.

### ***Reporting***

- Results from all of the tools listed above are available for each individual student and his parents to view at all times via a secure web-based PowerSchool platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, the school will publish a School Accountability Report Card (SARC) that will be posted on the school's website and made available in the school lobby.
- Annually, the school publishes a school profile that is primarily used for reporting data to colleges.
- On an as-needed basis, the School will publish bulletins reporting general student or school performance data.

### ***Continuous Improvement***

Summit is committed to using student performance data to refine and improve the educational program. Specifically, the faculty will continue to devote substantial amounts of time during the two intersession periods to analyze the data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus and planning for implementation will occur during the intersession periods. Additionally, the school will complete an extensive self-study in an effort to renew their 6 year accreditation through the Western Association of Schools and Colleges ("WASC") in 2012-2013.

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

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

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

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

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

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

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

##### **Legal Status**

Summit Preparatory Charter High School shall be operated by Summit Public Schools, a California non-profit public benefit corporation pursuant to California law and a 501(c)(3) tax exempt organization. Summit Public School’s Amended Articles of Incorporation state:

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

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

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

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

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

The Board consists of at least four members and should not exceed fourteen members. Each Board member will serve a three year term, with the exception of the Chief Executive Officer, who will serve on the Board the entire time he/she is employed by Summit Public Schools.<sup>2</sup> Terms are staggered to ensure

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<sup>2</sup> Subject to any removal or resignation provisions within the corporate bylaws.

that at any given time no more than one third of the members have less than one year of experience on the board. New board members will be mentored by experienced members during their first year. Board members are not subject to a limit on the number of terms they may serve. Board members will be appointed by the Board, with input from the leadership of Summit Public Schools, such that the Board contains expertise in many varying fields and is able to offer advice, direction, and discussion for each Summit Public School.

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

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

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

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

#### **Board Responsibilities:**

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

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

- Approve Board Policies

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

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

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

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

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

### **Chief Executive Officer**

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

### **Executive Director**

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

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

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

### ***Board Committees***

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

## V. HUMAN RESOURCES

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### Qualifications of School Employees

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

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

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

In accordance with Education Code 47605(d)(1), Summit Public Schools shall be nonsectarian in its employment practices and all other operations. Summit Public Schools shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the school. All employees must comply with the employee processing policies and procedures (to include, but not limited to, fingerprints, criminal records, proof of identity, right to work in the United States, and TB screening).

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

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

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

#### ***Administrators***

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

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

### **Teachers**

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

*"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to non-core, non-college preparatory courses."*

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

	<b>“New” to The Profession</b>	<b>“Not New” to The Profession</b>
	Holds a Credential or an Intern Credential or Certificate Issued <u>on or after July 1, 2002</u>	Holds a Credential or an Intern Credential or Certificate Issued before July 1, 2002
GRADE SPAN	HIGH SCHOOL	HIGH SCHOOL
REQUIREMENTS	<p>1) Bachelor’s degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p style="padding-left: 40px;">EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p style="text-align: center;">or</p> <p style="padding-left: 40px;">COURSEWORK: In each core area taught complete a:</p> <p style="padding-left: 80px;">A) CCTC approved subject matter program, or B) Major, or C) Major equivalent, (32 semester units or the equivalent) or D) Graduate degree</p>	<p>1) Bachelor’s degree</p> <p>2) California Credential or an Intern Credential or Certificate for no more than three years</p> <p>3) Core academic subject competence must be demonstrated by :</p> <p style="padding-left: 40px;">EXAM: Pass a subject matter examination approved by the CCTC in each subject taught</p> <p style="text-align: center;">or</p> <p style="padding-left: 40px;">COURSEWORK: In each core area taught complete a:</p> <p style="padding-left: 80px;">A) CCTC approved subject matter program, or B) Major, or C) Major equivalent, (32 semester units or the equivalent) or D) Graduate degree</p> <p style="text-align: center;">or</p> <p style="padding-left: 40px;">ADVANCED CERTIFICATION: National Board Certification in the core area</p> <p style="text-align: center;">or</p> <p style="padding-left: 40px;">HOUSSE: Complete California’s High Objective Uniform State Standard of Evaluation</p>

In addition to the specific qualifications expected of all Summit 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’s curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the charter school and the mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Deep commitment to student achievement.

- Accepting responsibility and accountability for instruction.

The expectations and responsibilities of Summit's teachers are included in Appendix M which details The Role of the Summit Educator.

Summit may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in non-core, non-college preparatory courses and activities.

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

All non-instructional staff possess experience and expertise appropriate for their position with Summit as outlined in the Employee Handbook. Summit Employee Handbook is contained in Appendix N.

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

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

### ***Professional Development***

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

### **Compensation and Benefits**

*"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System or federal social security."*

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

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

The Executive Director oversees the arrangements for retirement coverage for all Summit employees.

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

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

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

## **Employee Representation**

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

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

For the purposes of the Educational Employment Relations Act ("EERA"), Summit Public Schools is deemed the exclusive public school employer of the employees of the charter school. Thus, the collective bargaining contracts of local school districts shall not be controlling. Summit Public Schools recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

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

## **Rights of School District Employees**

*"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school."*

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

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

leave or years of service credit at the Sequoia Union High School District or any school district shall not be transferred to the Charter School.

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

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

## **Health and Safety**

*“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.”*

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

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

The following summarizes the health and safety policies of Summit:

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

Employees and contractors at Summit are required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Executive Director of the school shall monitor compliance with this policy and report to the Summit Public Schools Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### ***Role Of Staff As Mandated Child Abuse Reporters***

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws.

### ***TB Testing***

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

### ***Immunizations***

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

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

All employees at Summit are CPR/First Aid trained.

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

Summit adheres to Education Code Section 49423 regarding administration of medication in school.

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

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

### ***Emergency Preparedness***

Summit adheres 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.

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

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

### ***Facility Safety***

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

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

Summit shall maintain a drug and alcohol and smoke free environment.

### ***Integrated Complaint and Investigation Procedure***

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

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

Summit is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Summit Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy included in Appendix R.

### ***Procedures***

Summit Public Schools has adopted procedures to implement the policy statements listed above, listed in Appendix R.

## **Dispute Resolution**

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

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

### ***Intent***

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

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

### ***Public Comments***

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

### ***Disputes Arising from within Summit Prep***

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

### ***Disputes Between Summit Prep and the Sequoia Union High School District***

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

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

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

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

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

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

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

This dispute resolution procedure shall not apply to any request for equitable or injunctive relief prior to the mediation to preserve the status quo pending the completion of that process. Except for such an action to

obtain equitable or injunctive relief, neither party may commence a civil action with respect to the matters submitted to dispute resolution until that process is complete.

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

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### Student Admissions Policies and Procedures

*Admission requirements, if applicable.*

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

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

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

- A brief description of what a charter school is and how it differs from regular public schools.
- Summit's Mission Statement and a summary of the School's educational philosophy.
- A description of Summit's educational program including a school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading policy, testing and evaluation procedures, promotion and retention policy, and graduation standards (exit outcomes).
- An overview of the academic performance of Summit students
- A description of Summit's governance structure and how the School encourages parental involvement.
- Descriptions of admission criteria, public random drawing preferences, conditions of enrollment, and consequences of misrepresenting admission and enrollment information (as described in the following sections).
- School Capacity.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at Summit. 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 shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. Summit shall be open to all students without regard for the place of residence of students or parents within California except as provided in Education Code Section 47605(d)(2). If oversubscribed, admission to Summit, except for existing students, shall be determined by public random drawing in accordance with the preferences given in the next section.

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

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

Summit shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Education Code Section 47605(d)(1)].

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

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

1. Children of current Summit Prep employees residing within the boundaries of the District
2. Children of identified Founding Families residing within the boundaries of the District
3. Siblings of currently enrolled students or graduates of Summit residing within the boundaries of the District

4. Students residing within the boundaries of the District
5. Children of current Summit Prep employees residing within the boundaries of the District
6. Students of Founding Families residing outside of the boundaries of the District
7. Siblings of currently enrolled students or graduates of Summit residing outside the boundaries of the District
8. All other students who wish to attend the School

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

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

### ***Transfer Students***

For students applying to transfer to Summit after the beginning of their 9<sup>th</sup> grade year, all of the above guidelines will be followed for each lottery. In order to determine which grade level lottery would be most appropriate for the applying family, Summit 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***

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

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

Research shows the importance of parental involvement in students' achievement; Summit strongly encourages and supports parents' involvement in their children's education. Parents will be expected to volunteer a minimum of 30 hours per year to support the school as outlined in the Parent/Student

Handbook. In no circumstance will a parent's inability to meet the volunteer expectation result in an educational detriment to the student.

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

## **Non-Discrimination**

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

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

Summit will strive to recruit a student population that will be reflective of the school age population of the granting agency. Summit has worked very hard on this desire over the past four years, as evidenced by the demographic make-up of the current student population. Summit will continue to engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

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

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

## **Public School Attendance Alternatives**

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

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

Students who opt not to attend Summit 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 shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Summit, except to the extent that such a right is extended by the local education agency.

## **Suspension/Expulsion Procedures**

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

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

Summit has a comprehensive set of suspension and expulsion policies which are attached in Appendix T. The policies will be printed and distributed as part of Summit’s Student/Parent Handbook and will clearly describe the school’s expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

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

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### **Budget**

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

*- California Education Code Section 47605(g)*

Summit's budget is based upon the successful operation of Summit Prep from 2003 – 2011. Given our experiences running a fiscally sound school, we feel confident in our projections. The three year budget, cash flow and assumptions can be found in Appendix U.

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

### **Financial Reporting**

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

### **Insurance**

Summit Public Schools agrees that it will acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of Summit. Currently, Summit Preparatory Charter High School is covered by the Joint Powers Authority through the California Charter Schools Association, which offers the lowest rate available to charter schools. A summary of Summit's coverage is included in Appendix V.

### **Facilities**

Summit will operate within the boundaries of Sequoia Union High School District. Summit wishes to be located in its current facility at 890 Broadway Street. This location is ideal for the student population the school seeks to serve and we are appreciative. A summary of the facility needs is contained in Appendix W. Summit Public Schools proposes to assume the rights and obligations of Summit's existing Proposition 39 Facilities Use Agreement (FUA) with the District by executing an amended FUA between Summit Public Schools and the District following approval of this material revision.

### **Transportation**

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

## **Financial Audits**

*“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.”*

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

An annual independent fiscal audit of the books and records of Summit will be conducted as required under the Charter Schools Act, section 47605(b)(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 Controllers Guide.

An audit committee appointed by the Board of Summit Public Schools will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

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

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

Summit has received eight consecutive clean audits.

## **Closure Protocol**

*“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of public records.”*

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

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

Closure of the school shall be documented by official action of the Board of Summit Public Schools. The action shall identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. The Board of Directors will promptly notify parents and students of the School, the District, the San Mateo County Office of Education, the School’s SELPA, the retirement systems in which the School’s employees participate (e.g., Public Employees’ Retirement System, State Teachers’ Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils’ school districts of residence; and the manner in which parents and guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

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

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

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

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

The School will ask the District to store remaining original records of Charter School students. All records of the School shall be transferred to the District upon School closure. If the District will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

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

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

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

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

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

On closure, Summit Public Schools shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

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

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

## VIII. IMPACT ON THE CHARTER AUTHORIZER

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

### **Potential Civil Liability Effects**

#### **Intent**

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

#### **Civil Liability**

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

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

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

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

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

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

## IX. CONCLUSION

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

*Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*

*(a) Improve pupil learning.*

*(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*

*(c) Encourage the use of different and innovative teaching methods.*

*(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the 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.*

Summit pledges to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible charter proposal requesting a five-year term. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.

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