Summit Public School: K2

Charter Renewal Petition
Submitted to the Contra Costa County Office of Education

September 7, 2018
Revisions submitted on September 28, 2018

For the term July 1, 2019 through June 30, 2024

September 7, 2018
Via Hand Delivery

Board of Education
Contra Costa County Office of Education
77 Santa Barbara Road
Pleasant Hill, CA 94523

RE: Formal Application for Charter Renewal for Summit Public School: K2

Dear Members of the Board of Education:

As the Lead Petitioner for Summit Public School: K2 (“SPS: K2” or “Charter School”), I hereby submit a formal application to the Contra Costa County Office of Education (“CCCOE” or “County”) for approval of the SPS: K2 charter renewal. We look forward to working with the County Board and staff during the charter process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,

Diane Tavenner
Lead Petitioner, Summit Public School: K2
780 Broadway
Redwood City, CA 94063
dtavenner@summitps.org

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MATRIX OF CHANGES

For your convenience, a matrix of the updates to this charter is provided below. A version of the charter with changes specifically identified has also been supplied electronically.

Introduction	● Updated to include progress of organization ● Added information related to charter renewal and performance to-date of the Charter School ● Updated to reflect changes in staffing and leadership team
Element A	● Added further description of educational philosophy ● Updated student enrollment and demographic information ● Updated instructional times ● Updated teaching methods to reflect learnings about differentiated instruction, Socratic seminars, etc. ● Updated graduation requirements to address learnings in appropriate graduation requirements. No change adversely impacts U/C eligibility ● Updated to address Common Core adoption ● Added information about LCAP ● Additional detail added to clarify supports for special populations ● Updated to reflect change in state assessment from CELDT to ELPAC ● Updated to include information about SPS: K2 as an LEA and member of a SELPA
Element B	● Added table of outcomes that align with the eight state priorities and SPS: K2 LCAP
Element C	● Updated list of assessment tools to align with new state assessments and priorities and converted to table reflecting frequency of assessment and topics assessed ● Added information regarding SPS: K2's current status with WASC accreditation
Element D	● Updated to reflect current board members ● Updated to reflect commitment to parent and public participation ● Updated information regarding responsibilities of CEO and Executive Director ● Added clarifying information to parent participation opportunities
Element E	● Added clarification on CLAD and special education credentials ● Removed chart illustrating highly qualified requirements as defined by the No Child Left Behind Act.
Element F	● Updated to reflect adoption of health and safety policies
Element H	● Updated and clarified to reflect improving processes for admissions, ensuring that the process is transparent, timely, and smooth and aligned with requirements of law

	● Updated preferences for the public random drawing to give priority to students who qualify for FRL
Element I	● Updated to reflect the organization's success in audits
Element J	● Updated to reflect Summit's commitment to restorative practices ● Updated to ensure compliance with SB1360
Element K	● Updated to reflect shift in certain responsibilities to professional Human Resources and Finance teams
Element M	● Adding clarifying language to ensure compliance with law
Element N	● Updated to reflect Summit Public Schools current dispute resolution process
Element O	● Updated to reflect Summit Public Schools current closure procedures
Additional revisions submitted on September 28, 2018	● In order to reinforce SPS: K2's commitment to following the legally required material revision process, clarifying language was added to the following pages of the charter document: pages 11, 28, 36, 37, 43, 55. ● In order to better represent student academic growth over time, updated NWEA Map data was inserted on pages 17 & 18.

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

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

> (a) Improve pupil learning.
>
> (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
>
> (c) Encourage the use of different and innovative teaching methods.
>
> (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
>
> (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
>
> (f) Hold the schools established under [the Charter Schools Act of 1992] accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
>
> (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

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

We plan to accomplish these goals with a unique academic program and environment developed and honed over the organization’s 15 year history. Details of this program and environment are articulated throughout this charter.

In reviewing petitions for the establishment of charter schools [pursuant to the Charter Schools Act of 1992], 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.

California Education Code Section 47605(b)

AFFIRMATIONS / ASSURANCES

As the authorized lead petitioner, I, Diane Tavenner, hereby certify that the information submitted in this petition for a charter renewal for a California public charter school to be named **Summit Public School: K2** ("SPS: K2" or the "Charter School"), and to be located within the boundaries of the West Contra Costa Unified School District ("WCCUSD" or the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, SPS: K2 will follow any and all federal, state, and local laws and regulations that apply to SPS: K2, including but not limited to:

- SPS: K2 shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- SPS: K2 declares that Summit Public Schools, a California nonprofit, public benefit corporation, shall be deemed the exclusive public school employer of the employees of SPS: K2 for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(6)]

- SPS: K2 shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- SPS: K2 shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- SPS: K2 shall admit all students who wish to attend SPS: K2, 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. Except as provided in Education Code Section 47605(d)(2), admission to SPS: K2 shall not be determined according to the place of residence of the student or his or her parents or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the Charter School and in no event shall take any action to impede the Charter School from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]

- SPS: K2 shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- SPS: K2 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 1973, Title II of the

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

- SPS: K2 shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- SPS: K2 shall ensure that teachers in SPS: K2 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 State regulations, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

- SPS: K2 shall at all times maintain all necessary and appropriate insurance coverage.

- SPS: K2 shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D)

- If a pupil is expelled or leaves SPS: K2 without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. California Education Code Section 47605(d)(3)]

- SPS: K2 shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]

- SPS: K2 shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]

- SPS: K2 shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605 and 47605.1]

- SPS: K2 shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47610, 48000 and 47612(b)]

- SPS: K2 shall comply with all applicable portions of the Elementary and Secondary Education Act, as reauthorized and amended by the Every Student Succeeds Act.

- SPS: K2 shall comply with the California Public Records Act.

- SPS: K2 shall comply with the Family Educational Rights and Privacy Act.

- SPS: K2 shall comply with the Ralph M. Brown Act.

- SPS: K2 shall not implement material revisions to its charter except its conformance with the California Charter Schools Act [Ref. California Education Code Section 47605. 47605.6, and 47607]

- SPS: K2 shall meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960.].

- Should the charter renewal be granted, SPS: K2 will provide written notice of the approval and a copy of the charter to the appropriate agencies, which may include the County Superintendent of Schools, the California Department of Education, and the State Board of Education.

9-7-18

Diane Tavenner — Date
CEO, Summit Public Schools
Lead Petitioner for Summit Public School: K2

INTRODUCTION

The West Contra Costa Unified School District is one of the most diverse school districts in the area, stretching from the San Francisco Bay to well into Contra Costa County. In 2013 parents and community members from WCCUSD approached Summit Public Schools to discuss the possibility of opening a Summit model school in the area.

Prior to opening Summit Public School: K2, leaders from Summit Public Schools founded Summit Preparatory Charter High School, Everest Public High School, Summit Public School: Rainier, Summit Public School: Tahoma, Summit Public School: Shasta, and Summit Public School: Denali. These nationally acclaimed schools focus on preparing a heterogeneous student population for success in a four year college and to be contributing members of society. The Summit Model School is designed to provide high expectations and high support for every student through Personalized Learning Plans, rigorous academic classes, one-on-one mentoring and a small school size to ensure that every student is known well. The WCCUSD students, parents and community members believe that a Summit Model School provides a complementary alternative to their current middle and high school options.

Summit Public Schools admires and honors the work of the WCCUSD. We seek to contribute and collaborate to achieve the District's admirable mission to provide excellent learning and teaching experiences; safe student-centered learning environments; and support for all students and employees. After extensive conversations with the parents and community members, assessment of the local demand, and analysis of the collaborative relationship between our existing schools, Summit Public Schools proposed opening a Summit model grades 7-12 school in the West Contra Costa Unified School District. On November 13, 2013, the Contra Costa County Board of Education approved the charter petition for SPS: K2.

SPS: K2 is now in our fifth year of operation. Our founding 7th graders are now in 11th grade and they are on track to become SPS: K2's first graduating class of 2020. We are proud of the work we have done to date and we are eager and excited to continue to serve our current students as well as many more students and families from throughout WCCUSD.

Therefore, with the support and encouragement of hundreds of SPS: K2 families and community members, this group of petitioners respectfully submits a request for a five year renewal of Summit Public School: K2 charter for the County's consideration.

Charter Renewal

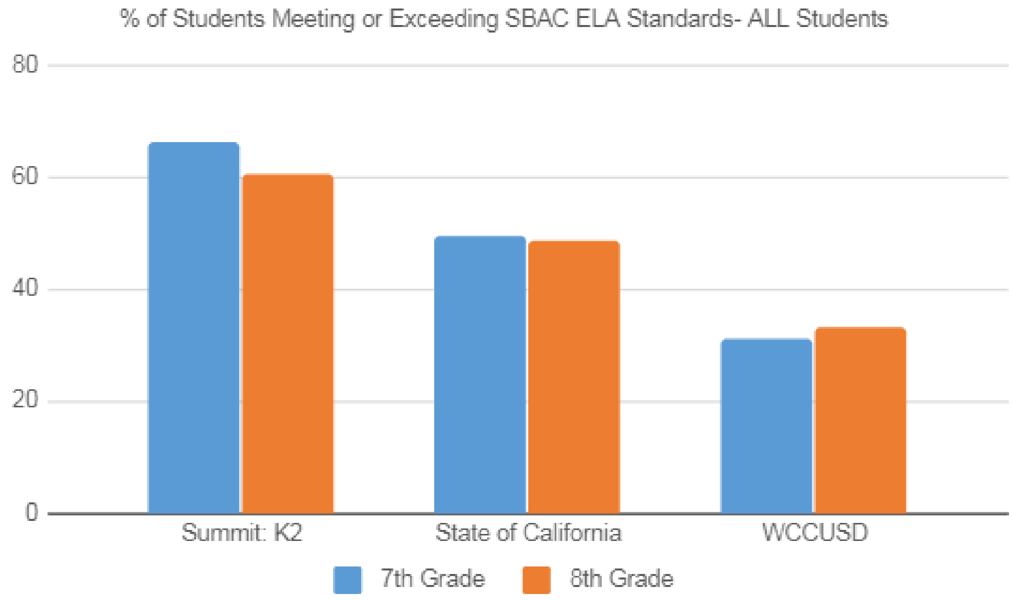
In accordance with Education Code Section 47607(a)(3)(A), the District or County shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal.

The Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b) which states that the academic performance of the charter school should be at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

SPS: K2 submits that it has achieved this standard as evidenced by the following metrics which include outcomes at SPS: K2; State of California averages, West Contra Costa Unified School District averages; and six schools that SPS: K2 students would have otherwise attended.

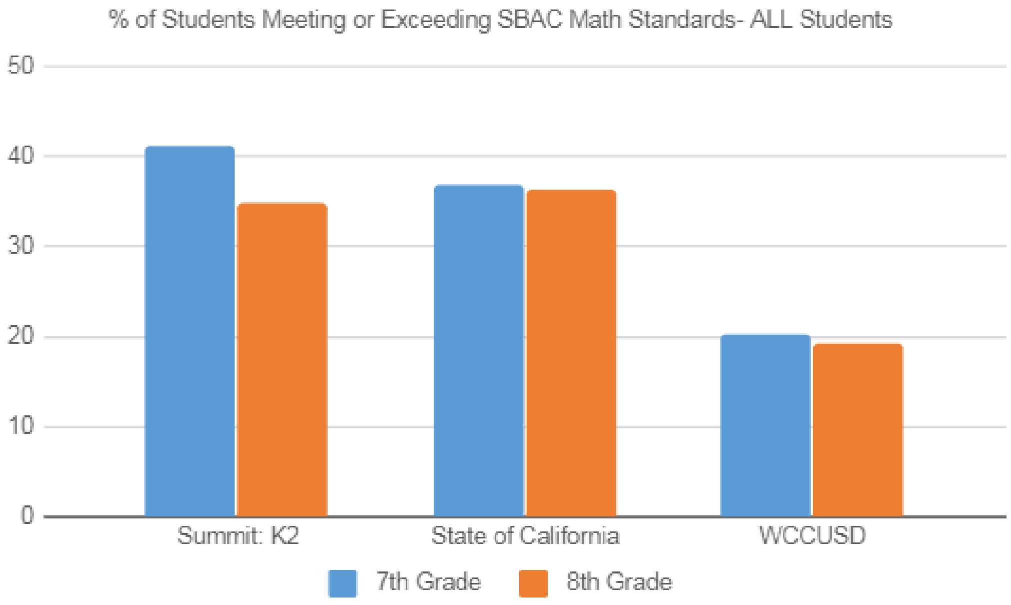
District & State Comparisons- SBAC Data

In 2016-2017, 66.37% of all SPS: K2 7th graders and 60.74% of SPS: K2 8th graders met or exceeded SBAC standards for literacy. This exceeds the average performance across the State of California and West Contra Costa Unified School District for both grades.



Source: California Department of Education (2016-17).

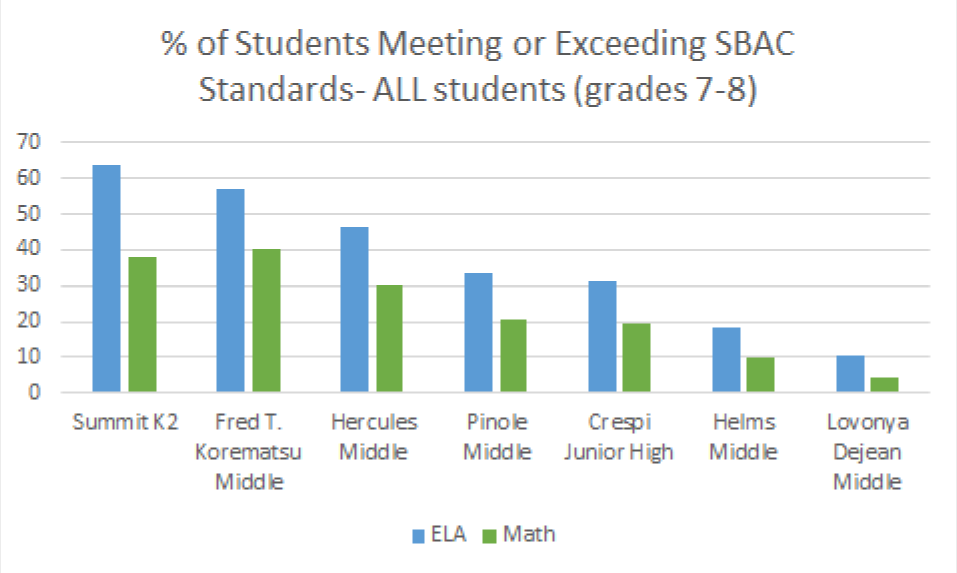
In 2016-2017, 41.29% of all SPS: K2 7th graders; and 34.9% of SPS: K2 8th graders met or exceeded SBAC standards for math. This exceeds the average performance across the State of California and WCCUSD for 7th grade. For 8th grade, performance fell slightly below State of California averages but well above WCCUSD averages.



Source: California Department of Education (2016-17).

Other Middle School Comparisons- SBAC Data

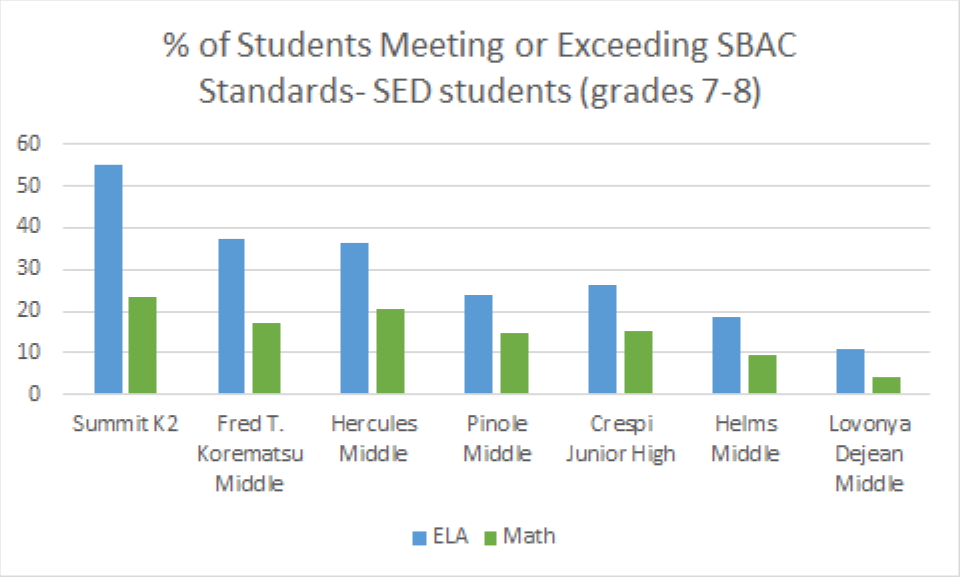
In 2016-2017, 63.59% of all SPS: K2 students in grades 7-8 met or exceeded SBAC standards for literacy; outperforming all comparison middle schools. In addition 38.14% of all 7-8th graders met or exceeded SBAC standards for math, outperforming the majority of comparison schools.



Source: California Department of Education (2016-17).

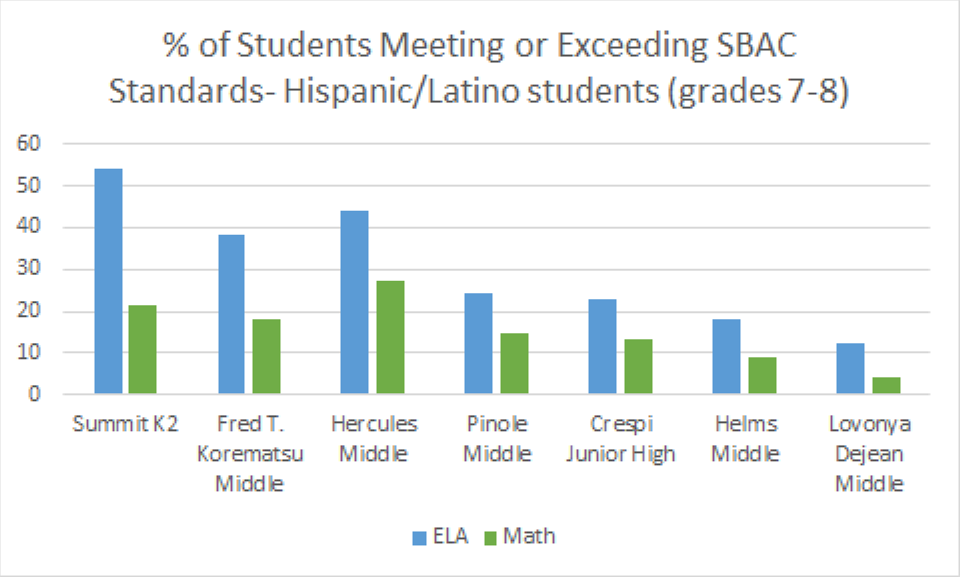
SPS: K2 looks forward to continuing to partner with the County to ensure that all subgroups are served well. SPS: K2 is proud of the progress the Charter School has made with traditionally underserved subgroups.

In 2016-2017, among socioeconomically disadvantaged (SED) students at SPS: K2, 54.96% of 7th-8th graders met or exceeded SBAC standards for literacy; and 23.63% of students met or exceeded SBAC standards for math; outperforming all comparison schools in both subject areas.



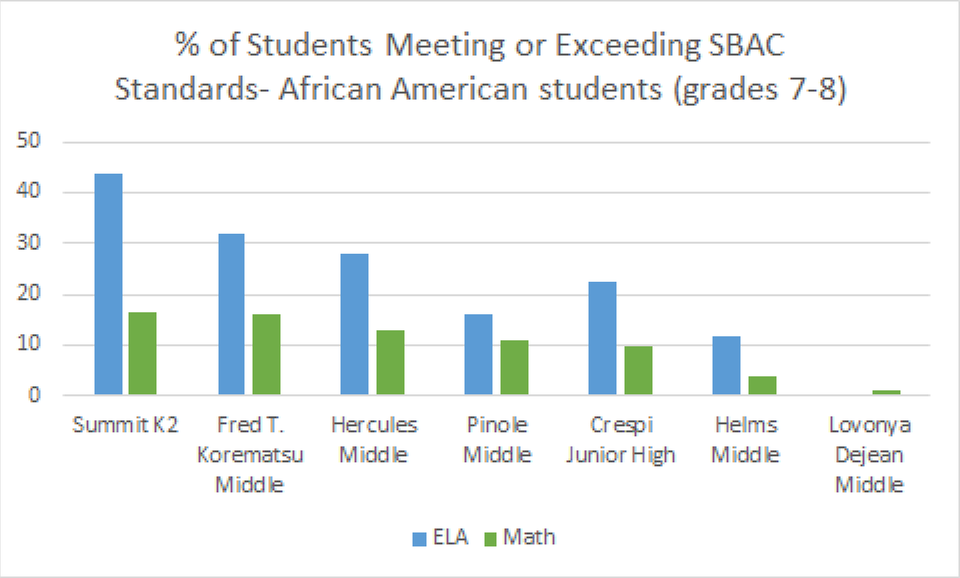
Source: California Department of Education (2016-17).

In 2016-2017, among Hispanic/Latino students at SPS: K2, 54.1% of 7th-8th graders met or exceeded SBAC standards for literacy; outperforming all comparison middle schools. In addition 21.32% of 7th-8th graders met or exceeded SBAC standards for math, outperforming the majority of comparison schools.



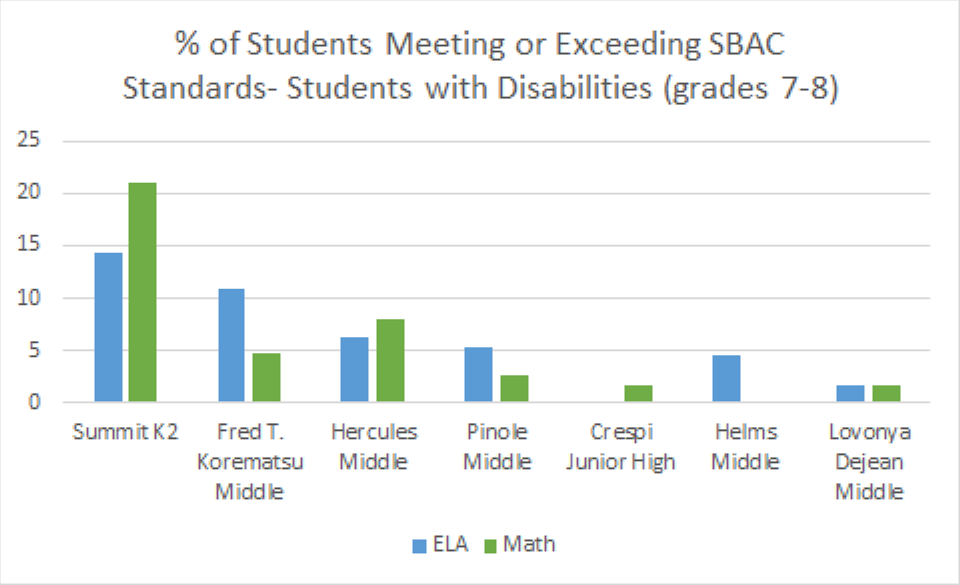
Source: California Department of Education (2016-17).

In 2016-2017, among African American students at SPS: K2, 45.75% of 7th-8th graders met or exceeded SBAC standards for literacy; and 16.67% of students met or exceeded SBAC standards for math; outperforming all comparison schools in both subject areas.



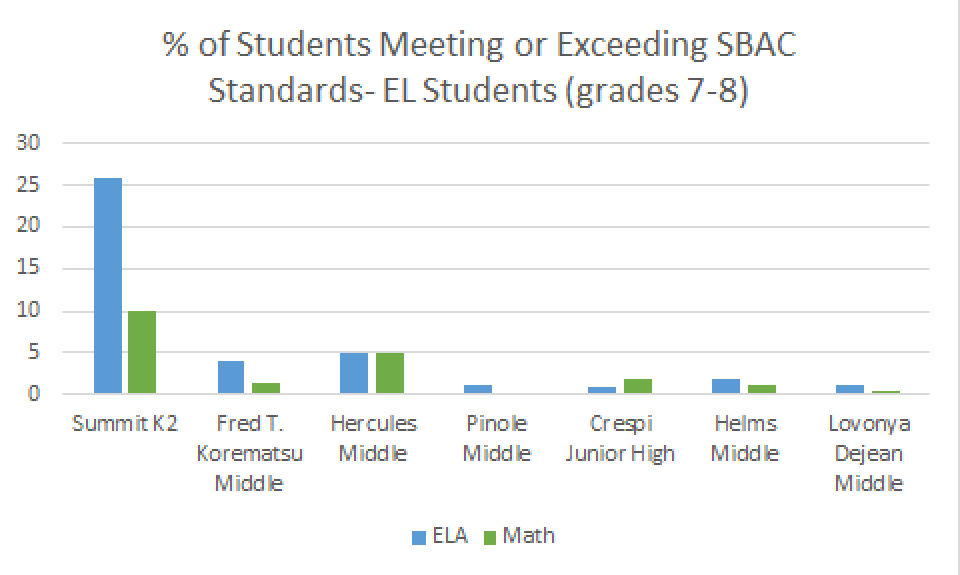
Source: California Department of Education (2016-17).

In 2016-2017, among students with disabilities at SPS: K2, 14.28% of 7th-8th graders met or exceeded SBAC standards for literacy; and 21.06% of students met or exceeded SBAC standards for math; outperforming all comparison schools in both subject areas.



Source: California Department of Education (2016-17).

In 2016-2017, among English Learners at SPS: K2, 25.81% of 7th-8th graders met or exceeded SBAC standards for literacy; and 10.0% of students met or exceeded SBAC standards for math; outperforming all comparison schools in both subject areas.

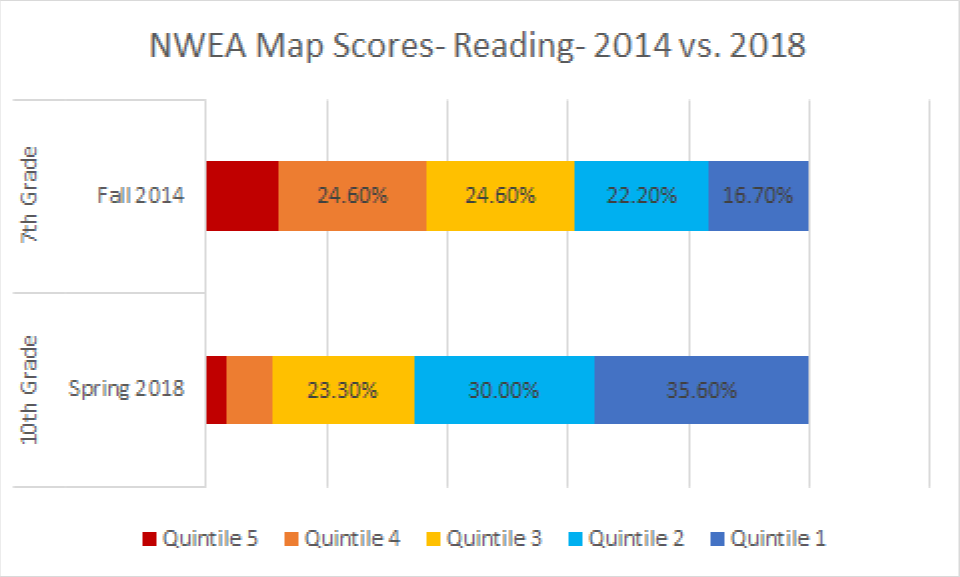


Source: California Department of Education (2016-17).

NWEA MAP Data

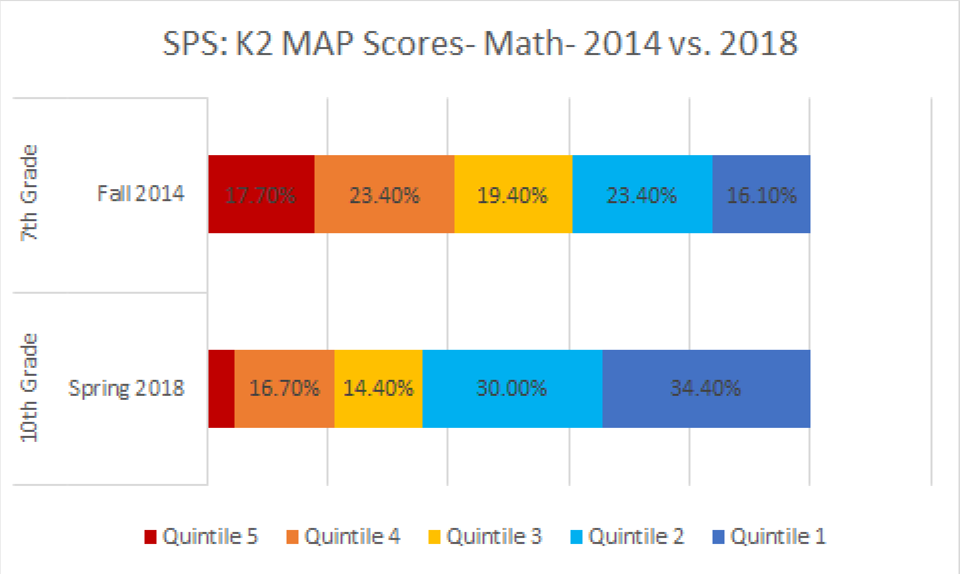
SPS: K2 uses the nationally-normed NWEA MAP assessments to measure growth throughout the school year in reading and mathematics for students in grades 7-10. The data below shows that SPS: K2's founding class, the class of 2020, has shown significant growth in both reading and math during their time at SPS: K2.

In the fall of 2014, only 38.9% of SPS: K2 students in the 7th grade scored in the 1st or 2nd quintile in reading on MAP tests. By the Spring of 2018, the percent of students scoring in the 1st and 2nd quintile for this same class (now 10th graders) had increased to 65.6%.



Source: Summit Public Schools 2017-2018.

In the fall of 2014, only 39.5% of SPS: K2 students in the 7th grade scored in the 1st or 2nd quintile in math on MAP tests. By the Spring of 2018, the percent of students scoring in the 1st and 2nd quintile for this same class (now 10th graders) had increased to 64.4%.



Source: Summit Public Schools 2017-2018.

Additional Accomplishments:

- In 2018, Innovate Public Schools recognized SPS: K2 as a Top School for Underserved Students for achieving outstanding outcomes in English for low-income Hispanic/Latino students
- SPS: K2 received the Silicon Schools Fund: School of Distinction award in 2017-2018 for academic excellence and innovation.
- In 2017-2018, 100% of SPS: K2 Students had access to standards-aligned instructional materials and were on track to fulfill UC A-G course requirements.

- In 2017-2018, 100% of SPS: K2 parents/families had an in-person meeting with their student's faculty mentor.
- In 2017-2018, 85% of SPS: K2 parents surveyed agreed with the statement: "I understand my student's academic performance and progress in school" and 90% agreed with the statement: "I understand what I can do to support my student/s academically."

LEADERSHIP TEAM

The leadership team of Summit Public School: K2 is comprised of community leaders, educators, entrepreneurs, and nonprofit professionals. The group was brought together by their shared commitment to Summit Model Schools as an effective means for preparing all students for success in four year college and to be contributing members of society, and their interest in expanding this model of schooling to the Richmond / El Cerrito area. SPS: K2 is also supported by a robust back-office with expertise in curriculum, instruction, assessment, special education, human resources, finance, facilities, technology, development, governance, and more.

Chief Executive Officer, Summit Public Schools: Diane Tavenner

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

Education and Experience: Diane is the founder and CEO of Summit Public Schools (SPS), a leading charter management organization serving the Bay Area and Washington State. Summit currently operates eleven schools serving 3,000 students. Employing a model that leverages technology, world-class teaching, and a rigorous, college, career and life prep curriculum, Summit’s graduates are completing four-year college degrees at twice the national average. She founded Summit's flagship school, Summit Preparatory Charter High School, in 2003, which quickly earned the reputation as one of the best public high schools in the nation, according to national rankings by Newsweek and US News & World Report. Diane also serves as the Board Chair of the California Charter Schools Association (CCSA) Board of Directors and is a member of the spring 2013 cohort of the Pahara-Aspen Education Fellowship. Prior to Summit, she spent ten years as a public school teacher, administrator, and leader in traditional urban and suburban public schools throughout California. She holds a Bachelor of Arts. in Psychology and Sociology from the University of Southern California and a Master of Arts in Administration and Policy Analysis from Stanford University.

Chief Financial Officer, Summit Public Schools: Joyce Montgomery

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

Education and Experience: Joyce has over 11 years’ experience in the charter school finance industry and over 20 years’ experience in education finance. Prior to joining Summit, Joyce spent 2.5 years at the Charter School Development Center (CSDC) working as the Education Finance Policy Specialist. During her tenure at CSDC, Joyce managed and led the Charter School Business Officer Training Program, a program dedicated to training individuals to serve as Chief Business Officers. In addition to leading and managing the CBO program, Joyce helped scores of charter schools by providing in depth reviews of their programs; interceding, supporting, and defending charters during the chartering, appeal and revocation processes; and assisting with developing policies and providing executive search functions for charter schools recruiting Chief Financial Officers. Prior to CSDC, Joyce was the first CFO of Leadership Public Schools, a well-established CMO network located in the San Francisco East Bay Area. Joyce developed and still moderates a Bay-Area-centric group of Charter School Business Officers who meet on a regular basis to discuss challenges, problems and develop best practices. Prior positions had Joyce serving as CFO in the private school sector managing the finances, operations, and facilities for the Howard School in Atlanta, Georgia and Crystal Springs Uplands School in Hillsborough, California. Joyce has an master of business administration in Finance from Notre Dame de Namur's University, a bachelor of arts from CSU Long Beach and an associate of arts from Skyline Community College. In addition to her education and finance and operations background, she also has senior management experience in advertising, technology, and banking. Joyce is active in many community organizations and served as the Chair of the Finance Commission for the City of Belmont.

Superintendent, Summit Public Schools: Anson Jackson

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

Education and Experience: Anson Jackson has passionately served students and families in education for over 14 years as a teacher and leader. Before joining Summit Public Schools, Anson served as a managing director at Uplift Education in the Dallas-Fort Worth area, where he directly managed and supported 11 middle school principals serving over 5,000 students. He set the vision for leader development and training for school leaders and supported leaders in creating high-performing middle schools to provide all students with a world-class, rigorous, and holistic educational experience. Anson has an excellent track record of being a school leader, and developer of others. He has developed numerous leaders at all levels, including principals, assistant principals and managing directors. Before entering leadership, Anson worked to close the achievement gap as a math teacher and interventionist. From 2006 to 2011, he worked at KIPP TRUTH Academy and a traditional public school district in the Dallas area. After graduating from the University of Kansas with a bachelor of science e. in mathematics in 2004, he joined Teach for America as a math teacher in the Rio Grande Valley region. He earned his master of education in educational leadership and policy in 2011 from Southern Methodist University in Dallas, Texas. He is also a Pahara Nextgen 2016 fellow.

Chief Academic Officer, Summit Public Schools: Adam Carter

Expertise: Curriculum, instruction, assessment, and administration

Education and Experience: Adam joined Summit Prep in 2003 as its founding English teacher. After two years, he spent the next six years living and working in Indonesia and Argentina, where he taught a variety of courses (including Advanced Placement and International Baccalaureate), served on school-wide governance committees, and served as head of several departments. Adam also founded and directed the Innovative Schools Program through Yayasan Emmanuel, an NGO working in the greater Jakarta area that serves thousands of West Javan students and hundreds of teachers and continues to grow. Adam returned to Summit in 2011 to lead the organization's Academic and Professional Development teams. Prior to Summit, Adam was a high school English teacher in Mountain View, where he won the California Association for Advancement in Education's Outstanding New Teacher Award.

Chief Operations Officer, Summit Public Schools: Josh Lotstein

Expertise: Administration, business management, organization

Education and Experience: Josh started his career at the New York City Department of Education, where he taught elementary school in the Bronx. After two years in the classroom, Josh worked as a management consultant at Monitor Group. There, he provided advisory services to clients across private, non-profit, and public sectors. He then acted as a Director of Strategy at Teach for America for three years, leading growth and fundraising initiatives for the national non-profit. Josh joined Summit in 2015 as the Director of Operations and served as the Senior Director of Data and Operations for two years before becoming Chief Operating Officer in 2018. In his current role, Josh leads the Data and Operations, Talent, Real Estate and Facilities, and Technology functions that support Everest and our other 10 schools in California and Washington. Josh graduated from Yale University with a bachelor of arts in History and earned his master of business administration from The Wharton School of the University of Pennsylvania.

Senior Director of Schools, Summit Public Schools: Sean McClung

Expertise: Curriculum, instruction, assessment, administration, teacher development

Education and Experience: Prior to joining Summit, Sean served as the Principal of MetWest High School, a Big Picture Learning school in Oakland Unified, and as Principal of Impact Academy, a high school in the Envision Education network. Sean earned his B.A. in English & Religion from Boston University, his Ed.M from the Harvard Graduate School of Education, and his administrative credential through the New Leaders residency program for public school principals. Sean is passionate about creating transformative learning experiences that empower all students to seek out their purpose, direct their own learning, and realize their fullest potential. He has worked with students of all ages, from early childhood to early college programs, and with communities as far away as New York and Beijing before returning home to the Bay Area.

Executive Director, Summit Public School: K2: Shilpa Duvoor

Expertise: Curriculum, instruction, assessment, administration, teacher development

Education and Experience: Shilpa joined Summit in 2009, as a student teacher in History, and has taught 7th, 9th, and 12th grades, and participated in Summit's Leadership and Instructional Fellows program. Shilpa's teaching has been profiled on the Teaching Channel and Reading Like a Historian websites, and she has served as a curriculum advisor to SHEG (Stanford History Education Group). Since then, she was been a founding teacher at Summit K2, as well as an Assistant Director, and now serves as K2's Executive Director. Shilpa earned her B.A. in Political Science from Williams College, and her Ed.M and teaching credential from Stanford University. Shilpa is passionate about empowering students to enact social change and to realize their fullest potential, regardless of their backgrounds. Prior to Summit, Shilpa worked with Envision Schools and taught in her hometown, New York City.

Summit Public Schools Board Chairman: Robert J. Oster

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

Education and Experience: A private venture investor since 1987, Mr. Oster has worked with both institutional and other private investors in all phases of venture investing. Prior to venture investing, he worked as a professional economist and in several high-level finance positions, the last being Vice President of Finance and Administration for Oracle Corporation, where he spearheaded Oracle's initial public offering. In addition to chairing the SPS Board, Mr. Oster is Vice-Chairman of the Board and Chairman of the Nominating Committee of the Board of Overseers of the Hoover Institution of Stanford University. He received his bachelor of arts in economics with honors from Occidental College and a master of arts and doctorate in economics from the University of California at Berkeley.

Summit Public Schools Board Member: Steven Humphreys

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

Education and Experience: Mr. Humphreys has served as CEO or President of four high technology companies, some of which he grew from early-stage. Most recently, he served as CEO of Kleer Semiconductor Corporation, growing its revenues more than 10 times in 18 months. He began his career at General Electric Company where he worked in a variety of manufacturing and information technology positions. In addition to serving on the board of Summit Public Schools, he is a trustee of the Portola Valley School District, Chairman of the Board of Organ-I AB and Organ-I, Inc., and a member of the Board of Directors of Identive Group, a publicly traded information security company. Mr. Humphreys received a Bachelor of Science from Yale University and a master of science and master of business administration from Stanford University.

Summit Public Schools Board Member: Blake Warner

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

Education and Experience: Mr. Warner is a Founder and Managing Partner of Silicon Valley Partners LLC, a firm that provides strategic merger and acquisition advisory services focused on the growth sectors of the digital economy. Prior to this, he spent ten years at Thomas Weisel Partners LLC, where he provided investment banking services for the software, media, and communications sectors. Mr. Warner received his bachelor of arts from the University of California, Santa Barbara and his master of business administration from the University of Southern California.

Summit Public School Board Member: Meg Whitman

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

Education and Experience: Ms. Whitman is one of the most highly regarded businesswomen in the United States; she has also been involved in state and national politics, most recently having run for the office of Governor of California. From 1998-2008, she served as CEO of eBay, growing the iconic Silicon Valley company from $4 million to $8 billion in revenues. Before eBay, she worked as a high level executive at several other well-known companies, including Stride Rite, Hasbro, and the Walt Disney Company. She was inducted into the U.S. Business Hall of Fame in 2008 and was named one of the "Top Five Most Powerful Women in Business" by Fortune Magazine multiple times. Ms. Whitman is currently the President and CEO of Hewlett-Packard and a member of the Boards of Directors of Procter & Gamble, Teach for America, SIEPR and

Zipcar. She received her bachelor of arts from Princeton University and her master of business administration from Harvard Business School.

Summit Public Schools Board Member: Andy Thompson

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

Education and Experience: Mr. Thompson is President, Chief Executive Officer, and co-founder of Proteus Digital Health. He is a veteran of Silicon Valley biomedical startups, formerly serving as President, Chief Executive Officer, and co-founder of FemRx and Chief Financial Officer of CardioRhythm. As a consultant and venture capital investor he contributed to several successful healthcare companies including Cell Genesys, Cytotherapeutics, Northstar Neuroscience and QRx Pharmaceuticals. He holds a master of arts. in engineering from Cambridge University and was a United Kingdom National Engineering Scholar from 1982 to 1985. He also holds an Master of Arts in education and a master of business administration. from Stanford University. Mr. Thompson was a founding board member and Foundation President of Summit Preparatory Charter High School.

Summit Public Schools Board Member: Diego Arambula

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

Education and Experience: Diego Arambula is an Entrepreneur-in-Residence at GO Public Schools (GO), working to help GO expand their reach throughout California and establish a Fresno-based organization to help mobilize parents, educators, and youth to push for high-quality, personalized school in California's Central Valley. Prior to GO, Diego Arambula was the Chief Growth Officer for Summit Public Schools. As Chief Growth Officer (CGO) and a member of Summit's Executive Team, Diego focused on helping grow Summit's impact on public education through new school development and innovative partnerships with charter schools and districts across the country. Prior to his work as CGO, Diego was the founding Executive Director of Summit Public School: Rainier, the third school in the Summit Public Schools network, and was the founding US History and Government teacher at Summit Preparatory Charter High School. He began his career in politics, serving as the Communications Director for U.S. Representative Cal Dooley after serving as Dooley's Deputy Campaign Manager for a hard-fought campaign in California's Central Valley in 2000. Diego received his bachelor of arts in Government from Harvard University and a master's in education from Stanford University.

Summary of Necessary Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Tavenner	X	X	X		X		X	X	X
Montgomery				X	X	X	X		X
Jackson	X	X	X				X		X
Carter	X	X	X						X
Lotstein						X	X		X
McClung	X	X	X						X
Duvoor	X	X							X
Oster				X		X	X	X	X
Humphreys				X		X	X	X	X
Warner				X		X	X	X	X
Whitman				X		X	X	X	X
Thompson				X		X	X	X	X
Arambula	X	X	X		X		X	X	X

History of Success

SPS: K2 is the seventh school to be founded within the Summit Public Schools network. Since Summit Public Schools opened its first school in 2003, the network has grown to include 11 high performing schools in the San Francisco Bay Area and Washington state. These schools currently serve over 3,500 students in grades 6 through 12. For the past fifteen years, Summit Public Schools has been providing an innovative, personalized education to all of its students and successfully adapting its program to meet the needs of each of the new communities it has entered. Its accomplishments include:

- In 2018, 98% of Summit graduates were accepted to at least one four-year college or university.
- In 2018, three of Summit's schools- Summit Prep, Everest Public High School, and Summit Public School: Tahoma- received Gold Medal ranking by US News & World

Report.

- In 2017, 97% of Summit graduates met or exceeded 4-year college entrance requirements, having completed a rigorous A-G course load.
- Summit schools consistently rank amongst the best in the state of California and the nation. All four of Summit's fully enrolled high schools made it onto Washington Post's 2016 list of Most Challenging Schools in America for promoting rigor and college & career readiness for all of our students.
- Our innovative school design was recognized by XQ institute when Summit was named one of the top 10 winners of "Super School Challenge" in 2016.
- In 2015, Fast Company named Summit Public Schools one of the top 10 most innovative organizations in education.
- Summit's model has been recognized by US News & World Report, which referred to the Summit network as Schools of the Future, noting our innovative approach to personalized learning, thoughtful use of technology, Expeditions program, and our commitment to sharing with our peers.
- Summit graduates complete college within six years at double the national average.
- As our students graduate college, they're coming back to Summit! We now have Summit teachers and faculty who were Summit students.

Summit schools have accomplished these successes with a student population that is incredibly diverse in terms of race, ethnicity, socioeconomic status, English Learner status, Special Education status, and incoming level of academic preparation, because we believe education is best delivered in that environment. For the past fifteen years, Summit has been successfully serving a diverse student population in many different communities, including West Contra Costa Unified School District.

ELEMENT A: EDUCATIONAL PHILOSOPHY AND PROGRAM

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

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

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

-California Education Code Section 47605(b)(5)(A)(ii).

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

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

Mission Statement

SPS: K2's mission is to prepare a heterogeneous student population for success in college and to be thoughtful, contributing members of society. The school aims to provide a personalized learning experience that affords each and every student the opportunity to achieve their academic goals regardless of their previous preparation and background. To this end, SPS: K2 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 middle and high schools endeavoring to prepare all students for post-secondary academic pursuits.

Educational Philosophy

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

1. We believe that every child is capable of college and career readiness. We know that all students are capable of learning at a high level, and we are committed to ensuring that students are not only accepted into a four-year college but also truly prepared for success in college, career and life.
2. We hire high-performing teachers. We engage them as leaders and provide extensive professional development every year.
3. We develop relationships with and support every student. Our teachers and students know and respect one another, and every student receives consistent, relevant, and personalized support that is seamlessly integrated into the school day.

4. We believe change is a good thing. We embody a culture of innovation to drive continued success.
5. We value diversity. Regardless of race, neighborhood or prior academic experience, we believe every student is capable of high levels of academic and social achievement. Students benefit from a diverse school environment that mirrors our complex world and deepens both academic and social learning.

Students to be Served

SPS: K2 opened in the 2014-2015 school year with a heterogeneous group of approximately 120 students in grade 7. In all subsequent years, enrollment has increased by one grade level, with approximately 100 - 120 students. In 2019-2020, the total Charter School enrollment will reach capacity of approximately 630 students in grades 7-12. Enrollment projections for the five year charter renewal period are listed below.

Grade	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**	**2023-2024**
7	105	105	105	105	105
8	95	95	95	95	95
9	115	115	115	115	115
10	110	110	110	110	110
11	105	105	105	105	105
12	100	100	100	100	100
Total	630	630	630	630	630

This enrollment plan is subject to change at the discretion of the Summit Public Schools Board. To the extent that a proposed change to the enrollment plan constitutes a material revision to this charter, SPS: K2 agrees and acknowledges that such change shall not be made without County Board of Education consideration and approval.

The students' primary interest should be preparing for acceptance to and success in college. The students' backgrounds should represent the heterogeneity found in the population of the West Contra Costa Unified School District. The district draws its students from across several communities in the Northern portion of the East Bay and Western portion of Contra Costa County with a population that is rich in racial and cultural diversity, and SPS: K2 seeks to serve a similarly diverse student body. The demographic breakdown of the District's student population is as follows (Source: CDE Dataquest 2017-2018)

Black or African-American	16.0%
Asian	10.1%
Filipino	4.8%
Hispanic or Latino	54.6%
White	10.3%
Socioeconomically Disadvantaged	72.1%
English Learners[1]	23.8%
Students with Disabilities	11.7%

Currently, SPS: K2's student population is quite diverse. However, the percentage of

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[1] This is the District-wide EL percentage for 7th-12th graders which are the grades that SPS: K2 serves.

Socioeconomically Disadvantaged students and English Learners currently falls below the District average. Moving forward, SPS: K2 is committed to serving more of the high-need students who reside within the District. We will do this through increased outreach efforts to students at priority feeder elementary schools and through the addition of enrollment lottery preferences for students who qualify for Free or Reduced Price Lunch. Further information on recruitment practices can be found in Element G. Further information on enrollment lottery preferences can be found in Element H.

What It Means To Be An Educated Person In The 21st Century

The 21st century educated person is one who thinks globally but acts locally. Students today must understand the opportunities and dilemmas that will continually arise from changes in the political, social, economic, and environmental conditions in this country, and in other countries around the world. As adults, these students will be responsible for making decisions that will affect our world in the 21st Century. Creating a stable and healthy economy in the United States and addressing the complex issues of global environmental responsibility will be two among myriad problems facing the next generation of leaders. Students at SPS: K2 will acquire the academic and practical foundation necessary to understand these issues, enabling them to make more informed decisions as adults.

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

In educating students for work and citizenship in the 21st century, SPS: K2 develops students as empowered learners, critical thinkers, effective communicators, and dynamic leaders who embody our six core characteristics of respect, responsibility, compassion, curiosity, courage, and integrity. Students will master cognitive skills such as reading, writing, speaking/listening, problem formulation, conducting research, and data analysis and interpretation. Habits of success in categories such as self-awareness, stress-management, agency, social awareness/relationship skills, and self-direction, will balance a focus on skills and content knowledge. The SPS: K2 educational program will create the conditions under which its students will become self-motivated, competent, and life-long learners.

How Learning Best Occurs

SPS: K2 believes that learning best occurs in an environment that is structured to support learning for each and every student. Drawing from the work of Linda Darling-Hammond, The School Redesign Network at Stanford University, the Coalition for Essential Schools, the Harvard Business School, EdConnect, and other respected research institutions, SPS: K2 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 the section on “pedagogy” on the following pages.

Program Design

SPS: K2 is a **site-based** program. Students are expected to attend school daily and follow a prescribed schedule (Appendix A – Proposed Bell Schedule and Appendix B –Sample Academic Calendar). Core instruction in the Middle School will take place between 8:00 AM and 3:15 PM. Core instruction in the High School will take place between 8:20 AM and 3:30 PM. Additional support and learning opportunities will happen between 3:30 and 5:30 PM, Monday through Thursday. The Charter School will have at least 175 days of instruction for and for each fiscal year and offer, at a minimum, 64,800 minutes of instruction to students in grades 9-12 and at a minimum 54,000 minutes of instruction to students in grades 7-8. In addition to the full course load taught at the school site by SPS: K2 instructors, students will 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. SPS: K2 will provide these opportunities to its students and faculty through its small school size (~677 students) and low student to teacher ratio. In addition, SPS: K2 will facilitate productive teacher-student relationships by minimizing the number of different students each teacher sees during a given academic term. We also will support interdisciplinary teams of teachers working at a particular grade level to make connections across the curriculum.

The program will be **untracked, personalized, and college preparatory**. Graduates from SPS: K2 will exceed all academic entrance requirements for UC college admissions. SPS: K2 is a competency-based progression model. One of the distinctive characteristics of SPS: K2 will be its focus on each child. In order to best facilitate learning, SPS: K2 will address learning needs individually in an untracked setting. In order to personalize instruction to the needs of students, teachers will use ongoing assessments to gather data about student progress and they will then use that data to make informed instructional decisions. SPS: K2’s target student population is extremely heterogeneous, thus the Charter School will use a variety of supports and pedagogical strategies to ensure that all students can successfully access the curriculum.

The Charter School environment will be personalized via online learning tools, adaptive pedagogy, clearly articulated benchmark-assessments, and a **mentoring program**. Each student will have one faculty member serve as his/her mentor for multiple, continuous years. The mentor will meet daily with the mentees and lead additional activities and conversations during extended work sessions once or more per week focused on supporting a healthy, balanced, and productive school experience while ensuring a successful transition to college in the later years. In addition, the mentor will work with mentees and families to ensure the student is on the right trajectory to meet their short and long term goals. The mentor group, consisting of approximately 25 students, also serves to create a smaller community within the larger student body, and students are expected to support one another in all their academic and personal endeavors.

The program will foster **self-discovery and goal setting**. SPS: K2 students will explore their values, ethics, interests, passions, talents, and visions for the future. They also will consider the contributions they would like to make in the world. Based on these in-depth analyses, students will develop more meaningful aspirations that will help them to set specific goals and action plans for their education, career, personal relationships, and contributions to their community. Understanding oneself and setting clear goals creates a natural motivation to learn, as well as a foundation for success, which will support students throughout their lives.

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

Each student will be guided through **college and career planning**. It is expected that a significant percentage of SPS: K2's population will be first-generation college students and our program will assist them in building relevant skills and goals, while fully preparing every student for college entrance and success. Through classroom activities, small groups, and individual counseling, students will clarify why they want to go to college, and what kind of institution of higher education will be a good match for them. They will learn how to find information about colleges and choose a group that seems to match their goals, write and submit their college applications, and develop habits that will help ensure a successful experience at the college of their choice. They will explore career options of interest to them, find out about the prerequisite knowledge and skills needed for particular careers, and develop job search and workplace skills.

Studies have shown that **emotional intelligence and life skills** (e.g., motivation, leadership, interpersonal skills) can be as important for success in today's workplace as academic qualifications (Daniel Goleman, *Emotional Intelligence*). The goals of the program are to improve social and professional relationships, to foster mutual cooperation among students and teachers in solving problems, to have students develop a stronger sense of belonging to the school and the community, to foster cross-cultural sensitivity among students and respect for life, and to develop a sense of self-empowerment in making healthy life choices. After a careful review of existing frameworks, Summit has adopted the Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016). The Building Blocks framework integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner. This framework includes the development of skills in five categories:

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

The faculty will consist of **high performing teachers** who are **well supported**. Teachers will hold appropriate teaching certifications, as applicable, and will be encouraged to pursue National Board for Professional Teaching Standards Certification within their first five years at SPS: K2. Professional development, teacher planning time, and other opportunities for collaboration will be scheduled on a regular and on-going basis to support teachers throughout their career. In establishing a professional teaching environment, SPS: K2 will ensure collaborative planning time for teachers to calibrate across subjects and help find natural connections in the curricula, so that students will be able to make connections across the subjects, and thereby deepen their conceptual understanding of content.

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

Pedagogy (Teaching Methods)

SPS: K2 recognizes that there is no single pedagogical strategy that is best for all students at all times. Therefore, SPS: K2 will employ a range of pedagogical strategies that are considered "best practices" in the field and supported by the most current educational research. This variety of instructional methods will provide opportunities for all students to learn academic content at high levels of conceptual understanding.

Differentiated Instruction: Differentiated instruction generates multiple avenues for students to show what they know with various modes of assessment. Teachers are trained to effectively develop and deliver curriculum to a heterogeneous group of students, such that each student is receiving the instruction most appropriate given his or her demonstrated needs and interests. SPS: K2 employs many structures to help teachers differentiate their instruction, from the daily and weekly schedules, to the physical layout of space, to curriculum delivery and assessment methods. The Charter School's skill- and project- based learning model allows teachers to assess their students' progress on various skills and tailor their projects' content to best meet each student's zone of proximal development. Students are provided with multiple modes to acquire knowledge and skills based on their prior preparation and learning style including online resources, projects, coaching, and more. Other strategies that teachers utilize to differentiate their instruction are project menus, varied pacing for content acquisition, multiple opportunities for revision, a host of formative feedback, pre-assessments to effectively personalize instruction, varied text selections, formalized scaffolding and intervention frameworks, and multi-modal curricular resources.

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

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

Socratic Seminars: The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. SPS: K2 teachers utilize Socratic seminars to help students develop communication and interpersonal skills and other important habits of success.

Integrated Technology: Technology will be used as a tool throughout a student's experience at SPS: K2 to provide each student with access to information stored around the world, to facilitate communication and collaboration on projects with other students, both at SPS: K2 and at other schools or organizations, and as another vehicle through which a student can express his or her knowledge and understanding of content.

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

A narrative description of the average daily experience of various SPS: K2 students is included in Appendix C – Narrative Description of a Typical Day for a Student.

Curriculum

The curriculum at SPS: K2 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 is aligned with the Common Core State Standards for English Language Arts & Literacy and Mathematics, the Next Generation Science Standards, California State History Standards, and the College, Career, and Civic Life (C3) History Framework. All 9-12 core courses will be approved by the University of California to meet the a-g requirements. All Advanced Placement Courses will be approved by the College Board. The focus of the curriculum will be rigor and relevance, with a dedication to meeting the needs of a heterogeneous student population. SPS: K2 recognizes the importance of regular physical education in adolescent development and will include regular physical education in the middle school curriculum.

Upon completion of SPS: K2's graduation requirements, students will have exceeded the University of California's a-g subject requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook that will be provided each school year, upon new student enrollment, and posted on the Charter School's website. A copy of the handbook is contained in Appendix D.

Core Academic Coursework: Students will be required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, language other than English, and visual and performing arts. SPS: K2's core course requirements will exceed those of the University of California a-g requirements.

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

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

Approved Courses: All courses offered at SPS: K2 in the six core subject areas will be approved to meet the Charter School's graduation requirements. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the Charter School's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at SPS: K2, and taught by an accredited institution. Approval for such courses must be obtained from the Charter School's Executive Director prior to the commencement of the course.

Revisions to the list of courses offered by the Charter School will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of the Charter School. SPS: K2 intends to teach the following courses at this time. Each high school course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. Sample course descriptions from each subject area are contained in Appendix E.

Middle School:

Grade 7	Grade 8
English language arts	English language arts
Mathematics	Algebra 1
Life Science	Physical Science
	US History/social studies

World History/social studies Physical education Expeditions electives	Physical education Expeditions electives

High School:

a - Social Science
- World Studies I
- World Studies II
- United States History AP
- United States Government and Politics AP

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

c – Mathematics
- Math I
- Math II
- Math III/Pre-Calculus
- Foundational Math Concepts

  OR
- AP Calculus AB

d – Laboratory Science
- Biology
- Physics
- Chemistry
- Environmental Science AP

e – Language other than English
- Spanish I
- Spanish II
- Spanish III
- Spanish Language AP

f – Visual and Performing Arts
- Introduction to Visual Art
- Intermediate Visual Art
- AP Studio Art
- Film and Video Production
- Introduction to Dramatic Arts

Graduation Requirements: To be eligible for graduation from SPS: K2, students must meet the following requirements:
- Complete the following number of approved year-long courses with a C- grade or better:
    - 4 History / Social Science

    - 4 English
    - 4 Mathematics
    - 4 Laboratory Science
    - 2 Language other than English
    - 1 Visual and Performing Art
  - Received credit for the following number of year-long courses or equivalent experiences:
    - 3 Elective

Additionally, graduates will pursue the following outcomes:

- Complete with a C- or better the courses that are UC/CSU entrance requirements (a-g) for college admission, by demonstrating mastery in the skills and standards referenced in Appendix E.
- Apply to and be accepted for admission to at least one four year college or university

Graduation requirements may need to be modified over time. Such changes may be made on approval of the Summit Public Schools Superintendent. To the extent that a proposed change to graduation requirements constitutes a material revision to this charter, SPS: K2 acknowledges that such change shall not be made without County Board of Education consideration and approval.

The Executive Director will have discretion to adjust the graduation requirements for a particular student when necessary and appropriate in order to align with that student's Individualized Education Program or other identified and documented needs. When a student transfers into the Charter School after the first semester of 9th grade, the Executive Director will have discretion to determine how to allocate credit towards graduation based on the student's prior coursework and how to adjust the course sequence to ensure the student is UC-eligible if the full SPS: K2 graduation requirements cannot be completed.

Common Core Alignment

Summit Public Schools is committed to ensuring that all students succeed in college, their careers, and in life and embraces the Common Core's alignment to college and career expectations. Like the Common Core, Summit Public Schools emphasize cognitive skills and habits of success alongside content knowledge in recognition of the communication, problem-solving, and critical thinking skills that students need to thrive in the workforce.

As a result, SPS has been a leader in the work of transitioning to the new standards and assessments, partnering with top educators and institutions from across the country to develop curricula and rubrics that align with the new standards and best equip students to be prepared for college. Every SPS teacher is trained on the implementation of Common Core using best practices and many are now training other teachers on the use of these resources.

Materials

As outlined above, Summit Public Schools has partnered with a number of leading educators and institutions across the country to identify the most effective and appropriate teaching materials for implementing its Common Core-aligned curriculum. A list of these partners appears in Appendix F. Recent course materials can be found in Appendix E, by course subject. Materials used may change year to year as they are updated regularly by SPS: K2 faculty based on efficacy and relevance.

Annual Goals and Actions in the State Priorities

SPS: K2 will comply with all requirements pursuant to Education Code 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in Education Code 52052, for each of the applicable eight (8) state priorities identified in Education Code 52060(d). Please refer to Element B for the schoolwide goals for relevant sub-groups and corresponding assessments. The Charter School will continue to produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP shall be maintained by the Charter School at the school site.

Special Populations

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

Academically Low Achieving Students

Overview

The faculty of SPS: K2 will use regularly administered assessments, such as NWEA MAP, SBAC, ELPAC (successor to the CELDT) and other externally and internally developed assessments, to identify students who may be academically low-achieving or at-risk at the beginning of the year and on regular cycles throughout the year. SPS: K2's goal is that all students graduate high school ready for college, so students who perform below grade level expectations on these assessments and/or students who are making insufficient progress to achieve grade level by the end of the school year will be targeted for additional support.

Educational research and best practices in pedagogy indicate that academically low-achieving and at-risk students benefit from learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment (Shulman, Lotan, and Whitcomb 1998). Additionally, academically low achieving and at-risk students benefit greatly from placement in a heterogeneous classroom.

Academically low-achieving and at-risk students are thoroughly integrated into the entire student body at the Charter School and participate fully in all aspects of the curriculum. SPS: K2 teachers are using the well-researched and documented pedagogical strategies of Complex Instruction and heterogeneous group work to support these students in the content standards based courses. Additionally, online learning and assessment tools will be employed to ensure that students' academic needs are quickly and accurately diagnosed, and that instruction is targeted to the zone of proximal development of each child. Thus, progressing at the optimal learning pace, utilizing materials most appropriate for each student's learning needs, and fashioning learning experiences that promote optimal engagement in the material are cornerstones of the academic program at SPS: K2. The student, his/her parent or guardian, and mentor determine what additional supports are needed and should be accessed through the Summit Learning Platform. Additionally, online learning and assessment tools are employed to ensure that students' academic needs are quickly and accurately diagnosed and that instruction is targeted to the zone of proximal development of each child. Thus, ensuring that students are progressing at their optimal learning pace, utilizing materials that are most appropriate for each student's learning needs, and providing learning experiences that promote high engagement in the material are cornerstones of the academic program at SPS: K2. During meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available, and a plan is created to best support the student. These supports can consist of daily 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 Expedition periods. Each student's progress is regularly monitored by his/her mentor.

The following list provides examples of the methods by which SPS: K2 uses to accelerate the growth of academically low achieving/at risk students. These services are available to all SPS: K2 students. Appendix G summarizes a comprehensive list of supports and services and related faculty expectations and supports in A Summary of Typical Support Systems for SPS: K2 Students. Appendix C includes a narrative description of a typical daily experience, including for an academically low achieving / at risk student.

Faculty Office Hours

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

Tutoring

On a daily basis, SPS: K2 students have the opportunity to access one-to-one support from their teachers as well as from peer tutors. They may seek individual support from teachers and/or peer tutors during Personalized Learning Time or during Faculty Office Hours. Tutors provide support on current assignments and course work and on remediation work to help develop missing skills and poor academic literacy. Students often commit to participation in tutoring and faculty office hours in their personalized learning plan.

Expeditions

Expeditions plays an essential role in realizing the mission of Summit Public Schools by offering engaging, relevant, and meaningful electives, enrichment opportunities, and experiences to prepare our students for success in college, career, and life. The Expeditions program creates environments that build student character and promote deep engagement in learning. Expeditions courses require students to apply their knowledge from their core academic classes, experience real-world contexts, solve problems that require a multi-disciplinary mindset, and explore interests in arts, performances, and hands on activities. Through the Expeditions program, students will develop cognitive and non-cognitive skills while learning the content in areas such as the Arts, Technology, Media Studies, Health & Wellness, Leadership & Social Change, and Future Planning.

Faculty Discussions / Interventions / Individual Plans

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

All grade level teachers meet with at-risk (academically or otherwise low achieving) students and their parents when necessary throughout the semester in “intervention” meetings. The result of such meetings is a plan that has consensus on how to support the individual student, with specific responsibilities delegated to the student, parents and teachers. The student’s mentor monitors the plan to ensure that it is followed and that the student makes progress. Progress monitoring is individualized and may include monitoring the student’s progress towards goals set, grades, standardized assessments, and teacher reports. The student’s mentor will continue to monitor progress even once the student has achieved his/her targets in order to ensure continued growth.

Academically High-Achieving Students

At SPS: K2 academically high-achieving students are those who perform at an Advanced level on California State Standards Exams and / or who consistently earn A grades in a majority of courses.

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

All Summit K2 courses are personalized and differentiated in order to meet the needs of diverse learners. The vast majority of incoming 9th graders are appropriately challenged by Math I. However, it may be appropriate for some incoming 9th graders to start their math sequence in Math II.

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

- Express preference to accelerate in their math sequence.
- Score in the top percentiles of the Measures of Academic Progress (MAP) test which is administered to all incoming freshmen within the first month of school.
- Demonstrate proficiency of Algebra and Geometry concepts as well as math problem-solving strategies on a Diagnostic Placement Exam to be administered within the first two weeks of school.

If a student is placed in Math II as a 9th grader, s/he will likely take Math III in 10th grade, AP Calculus AB in 11th grade, and AP Statistics in 12th grade. More information on Summit's math acceleration program can be found in the Student and Family Handbook which is included as Appendix D.

Finally, SPS: K2's optimized learning structure encourages academically high-achieving students to concurrently enroll in community college courses for more advanced study. A narrative description of a typical daily experience for an Academically High-Achieving Student is included in Appendix C.

English Learners

Overview

SPS: K2 will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. SPS: K2 will implement policies to assure proper placement, evaluation, and communication regarding EL's and the rights of students and parents.

Home Language Survey

SPS: K2 will administer the home language survey upon a student's initial enrollment into SPS: K2 (on enrollment forms).

ELPAC Testing

All students who indicate that their home language is other than English will be ELPAC tested within thirty days of initial enrollment[2] and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

SPS: K2 will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements for annual English proficiency testing.

Faculty Input

Students are assigned to a faculty mentor at the beginning of the school year. These mentors spend a significant amount of time with each student and use this time to gain additional insight about each student. These insights can be used to inform identification of students who require an EL designation and appropriate support.

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:

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[2] 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 ELPAC tested. All other students who have indicated a home language other than English will continue with annual ELPAC testing based upon the date last tested at the prior school of enrollment.

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

- 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. This will include the pupil's performance in his/her assigned English course as well as performance on standardized assessments. This criteria is used to 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.

Strategies for English Language Learner Instruction and Intervention

The Charter School will serve EL students, either through self-identification or CELDT testing, at the Charter School site through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular education class and receives supplementary instruction in order to learn English. Appendix C includes a narrative description of a typical daily experience for an EL student. Appendix H details strategies that may be used for EL instruction and intervention, specific materials and texts that may be used in support of these strategies, how the program will be monitored for effectiveness and how student progress will be monitored, EL professional development for teachers, and the role of the EL Coordinator.

Serving Students with Disabilities

Overview

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

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 ("IDEA"), Section 504 of the Rehabilitation Act ("Section 504") and the Americans with Disabilities ("ADA").
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School agrees to implement a Student Study Team Process, a regular education function, which shall monitor and guide referrals for Section 504 and special education services.

- SPS: K2 has been deemed an LEA and a member of the El Dorado County Charter Special Education Local Plan Area ("SELPA") for provision of special education services pursuant to Education Code Section 47641(a). SPS: K2 shall seek the County's support in the provision of data or information in SPS: K2's pursuit of or continuation of membership in a SELPA as an LEA. When the Charter School is an LEA, and a member of a SELPA, the Charter School shall be <u>solely</u> responsible for compliance with the IDEA and the costs thereof.
- If the Charter School does not have membership in a SELPA as an LEA, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and shall work jointly with the District to ensure full compliance with the IDEA as further described below.

<u>Section 504 of the Rehabilitation Act</u>

SPS: K2 recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of SPS: K2. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the School. All facilities of the Charter School shall be accessible for all students with disabilities in accordance with the Americans with Disabilities Act.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.

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

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

If the student is found by the 504 team to have a disability under Section 504, the 504 team 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 I, please find the Summit Public Schools 504 Board Policy, Administrative Procedures and Parent Rights Form.

Services for Students under the IDEA

SPS: K2 intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the applicable SELPA. As stated above, SPS: K2 holds SELPA membership as an LEA.

Services for Students under the IDEA for SPS:K2 as an LEA and Member of SELPA

As stated above, SPS: K2 is a member of the El Dorado County Charter SELPA. SPS: K2 reserves the right to evaluate and seek membership in another SELPA. Summit agrees and acknowledges that substantial changes to the educational program, including SELPA membership, may be considered a material revision to this petition. The following language applies while SPS: K2 is an LEA and member of the 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 Act ("IDEA") (20 U.S.C. 1400, et seq.) with respect to eligible students. All obligations of the District recited above with respect to identifying, assessing, and serving special education students will default to SPS: K2. SPS: K2 shall comply with all applicable State and Federal special education laws and the SELPA Local Plan and policies and procedures. As an LEA, SPS: K2 shall receive its State and Federal special education funds directly from the SELPA in accordance with the SELPA local allocation plan and shall utilize those funds to provide special education instruction and related services to eligible pupils. As an LEA, SPS: K2 shall be solely responsible for all special education costs which exceed State and Federal special education revenue, and shall participate in the SELPA governance and SELPA-wide benefits in accordance with the Local Plan and SELPA policies and procedures.

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

The Charter School will provide services for special education students enrolled in the Charter School. The Charter School will follow SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records.

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

Staffing

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

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program ("IEP") meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Executive Director and/or the Charter School designated local education agency ("LEA") representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

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

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

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

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

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

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

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

SELPA Representation
The Charter School understands that it shall represent itself at all SELPA meetings.

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

Services for Students under the IDEA if the Charter School is a public school of the District

The following provisions are meant to summarize SPS: K2 Petitioner's understanding of the manner in which special education instruction and related services shall be provided by SPS: K2 and the ***District if at any point SPS: K2 exists as a public school of the District for special education purposes*** *pursuant to Education Code Section 47641(b). The following mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. <u>The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and SPS: K2 as agreed upon in a Memorandum of Understanding ("MOU").</u>*

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, SPS: K2 seeks services from the District for special education students enrolled in SPS: K2 in the same manner as is provided to students in other District schools. SPS: K2 will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. SPS: K2 will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. SPS: K2 will request an annual meeting between SPS: K2 and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that SPS: K2 and the District have an ongoing mutual understanding of District protocol and to facilitate ongoing compliance.

SPS: K2 acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. SPS: K2 agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. SPS: K2 believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Plan ("IEP") development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

<u>Staffing</u>

All special education services at SPS: K2 will be delivered by individuals or agencies qualified to provide special education services as required by California's Education Code and the IDEA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is SPS: K2's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs SPS: K2 that current District practice is for the individual school sites to hire site special education staff or the District and SPS: K2 agree that SPS: K2 must hire on-site special education staff. In that instance, SPS: K2 shall ensure that all special education staff hired by SPS: K2 is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by SPS: K2 (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

SPS:K2 shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

SPS: K2 shall promptly notify the District of all requests it receives for assessment, services, complaints, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

SPS: K2 shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. SPS: K2 shall assist in the coordination of any communications and immediately act according to District and SELPA policies relating to disciplining special education students.

Identification and Referral

SPS: K2 shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. SPS: K2 will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred by SPS: K2 for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

Upon the commencement of the Charter School's school year, all students may be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, the Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty may then convene the Student Study Team for that student.

Students possibly in need of special education may be initially identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general education program.

For students who are identified as possibly needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and the student's mentor and/or other appropriate faculty will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they may recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

If a student enrolls at the Charter School with an existing IEP, the Charter School will notify its authorizer within 5 days of enrollment. An IEP meeting will be convened by the District within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the Charter School shall work with its authorizer and/or SELPA to implement the existing IEP at the Charter School or as otherwise agreed by the parent/guardian.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. the Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation. Any such referrals will be responded to in writing by the Charter School within 15 days of receipt of the written request and shall hold an IEP meeting within sixty days of parent's consent to the assessment plan to consider the results of any assessment. The Charter School will notify its authorizer of the assessment request within 5 days of receipt.

It is SPS: K2's understanding that the District shall provide SPS: K2 with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that SPS: K2 is provided with notification and relevant files of all students who have an existing IEP and who are transferring to SPS: K2 from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.
SPS: K2 will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. SPS: K2 shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. SPS: K2 shall not conduct special education assessments unless directed by the District.

IEP Meetings

In accordance with the role of the District and the District school sites, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SPS: K2 shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or SPS: K2 designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher (if Charter School employee as opposed to District employee); the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at SPS: K2 and/or about the student. It is SPS: K2's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

SPS: K2 understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team as led by the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. SPS: K2 shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, SPS: K2 shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for SPS: K2's non-special education students, whichever is more. SPS: K2 shall also provide all home-school coordination and information exchange unless directed otherwise by the District. SPS: K2 shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations, unless directed otherwise by the District. SPS: K2 shall comply with any directive of the District as relates to the coordination of SPS: K2 and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SPS: K2 shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. SPS: K2 shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to SPS: K2 and no student shall be denied admission nor counseled out of SPS: K2 due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

SPS: K2 shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. SPS: K2 shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. SPS: K2 shall immediately notify the District of any concerns raised by parents.

The District's designated representative, in consultation with SPS: K2's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. SPS: K2 shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

SPS: K2 and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and SPS: K2 shall comply with the District's decision.

SPS: K2 and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. SPS: K2 agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and SPS: K2 shall work together to defend the case. In the event that the District determines that legal representation is needed, SPS: K2 agrees that it shall be jointly represented by legal counsel of the District's choosing.

SPS: K2 understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is SPS: K2's understanding that the District shall represent SPS: K2 at all SELPA meetings and report to SPS: K2 of SELPA activities in the same manner as is reported to all schools within the District.

Funding

SPS: K2 understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and SPS: K2. SPS: K2 anticipates, without binding the District to these terms, that based upon State and Federal law, the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

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

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

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at SPS: K2's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in a County Office of Education program, in a non-public school, at home, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from SPS: K2 the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at SPS: K2 site.

Contribution to Encroachment

SPS: K2 shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, SPS: K2 shall pay to the District a pro-rata share of the District's unfunded special education costs ("Encroachment"). At the end of each fiscal year, the District shall invoice SPS: K2 for SPS: K2's pro-rata share of the District-wide Encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. SPS: K2 ADA shall include all Charter School students, regardless of home district.

Special Education Strategies

SPS: K2 is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. The Charter School will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

The Charter School will aim to provide special needs students with what they need in the least restrictive environment possible, following the continuum of services as indicated by individual student need. The Charter school will use an "inclusion" model where most services are provided in class. To this end, the Charter School may utilize strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, and small group work, when appropriate to meet the needs of each student. Separate class settings will also be utilized when students need extra support. All services will be provided in accordance with the student's IEP.

Graduation and Competency

The Charter School will follow legal requirements and SELPA policies regarding graduation requirements for special education students. The Charter School recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the Charter School's regular course of study may be needed on an individualized basis to provide FAPE. In accordance with law, each student's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the student on daily instruction and state and internal assessments. The IEP team shall also determine the appropriate graduation track for each student with a disability based on the level of individualized accommodations and modifications documented in the IEP.

ELEMENT B: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

"The measurable pupil outcomes identified for use by the charter school. 'Pupil outcomes,' for purposes of this part, means the extent to which all pupils of the 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. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school."

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

Charter School Outcomes that Align with the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.

Local Control and Accountability Plan ("LCAP")

The Charter School will produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education. Pursuant to Education Code Section 47606.5, on or before July 1 each year. On an annual basis, the Charter School shall update the LCAP, including the goals and annual actions identified below. The Charter School shall submit the LCAP to its authorizer annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP shall be maintained by the Charter School at the school site. A copy of SPS: K2's 2018-2019 LCAP is included as Appendix J.

Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "subpriorities."

CHARTER SCHOOL GOALS, ACTIONS, STUDENT OUTCOMES, AND METHODS OF MEASUREMENT IN THE STATE PRIORITIES
STATE PRIORITY #1— BASIC SERVICES The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))
SUBPRIORITY A – TEACHERS

GOAL TO ACHIEVE SUBPRIORITY		The Charter School will maintain Summit Public Schools' current high standards of hiring and ensure that all courses are taught by credentialed teachers who are properly assigned.
ACTIONS TO ACHIEVE GOAL		Summit Public Schools invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the Charter School and the students. Additionally, there is a robust internal credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed and properly assigned, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Summit Public Schools has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers.
MEASURABLE OUTCOME		All core academic classes taught by fully credentialed, appropriately assigned teachers
METHODS OF MEASUREMENT		Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; Annual publication of School Accountability Report Card; internal audits of teacher assignments
SUBPRIORITY B – INSTRUCTIONAL MATERIALS		
GOAL TO ACHIEVE SUBPRIORITY		Students will have access to standards-aligned instructional materials and additional instructional materials as outlined in our charter petition
ACTIONS TO ACHIEVE GOAL		Teachers will implement content instruction for all students using the teacher-created, Common Core State Standards ("CCSS") aligned content guides and projects. All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME		100% of students have access to standards-aligned content and projects.
METHODS OF MEASUREMENT		Annual review of curriculum and materials by Summit Public Schools and Charter School faculty
SUBPRIORITY C – FACILITIES		
GOAL TO ACHIEVE SUBPRIORITY		Charter School will maintain a safe facility in good repair.
ACTIONS TO ACHIEVE GOAL		Daily cleaning by custodial staff. Annual fire inspection and emergency drills. Communication as needed with maintenance staff. Inspections by site administrator. Lunch service will follow applicable standards for compliance.
MEASURABLE OUTCOME		Charter School passes its lunch audit and fire inspections. School is maintained in good repair.

METHODS OF MEASUREMENT		Lunch audit, fire inspection forms, staff walkthroughs, annual faculty & parent survey.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency		
SUBPRIORITY A – CCSS IMPLEMENTATION		
GOAL TO ACHIEVE SUBPRIORITY		All content instruction and performance standards are aligned with Common Core State Standards.
ACTIONS TO ACHIEVE GOAL		Frequent teacher collaboration and professional development in departments to ensure consistent implementation of CCSS. Use of a common assessment plan, including standards-aligned content and projects for each core course.
MEASURABLE OUTCOME		100% of courses implement applicable content guides and projects.
METHODS OF MEASUREMENT		Annual review of projects and content by Summit Public Schools Curriculum & Instruction Team and Charter School faculty; student performance data on Summit Learning Platform; CAASPP
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE		
GOAL TO ACHIEVE SUBPRIORITY		All students, including English Learners ("EL"), will gain academic content knowledge through implementation of the Common Core State Standards and the Summit Public Schools content guides.
ACTIONS TO ACHIEVE GOAL		Faculty will continue professional development in EL instruction and data analysis of EL students' performance. Teachers will use special designed academic instruction in English (SDAIE) and other appropriate techniques to help students access the core curriculum as well as make English language development progress. EL students will have access to appropriate supports including office hours, targeted literacy support and extended personalized learning time.
MEASURABLE OUTCOME		EL subgroup performance on CAASPP assessments exceeds the average performance levels of EL students in the District and State.
METHODS OF MEASUREMENT		CAASPP math and English assessments; Summit Learning Platform
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY		
GOAL TO ACHIEVE SUBPRIORITY		English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL		Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.

MEASURABLE OUTCOME		40% of EL students will advance at least one performance level on the ELPAC each year.
METHODS OF MEASUREMENT		ELPAC (this is replacing CELDT)
STATE PRIORITY #3— PARENTAL INVOLVEMENT Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation		
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT		
GOAL TO ACHIEVE SUBPRIORITY		The Charter School will seek parent input in making decisions at the Charter School.
ACTIONS TO ACHIEVE GOAL		● The Charter School will hold multiple parent education nights open to all parents and held at a time when most parents are likely to be able to attend, to provide parent education and opportunities for feedback on site decisions ● The Charter School Parent Organization will include project teams that participate in gathering parent input and spearheading Charter School initiatives. ● The Charter School will conduct an annual survey to gather parent feedback and input on their own influence over decision-making.
MEASURABLE OUTCOME		● Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey: 50% or higher ● Parents responding positively to “I feel connected to my student’s school” on parent survey: 70% or higher ● Parents responding positively to “I trust my student’s school” on parent survey”: 62% or higher
METHODS OF MEASUREMENT		Parent survey, attendance at parent education nights, participation in Parent Organization
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION		
GOAL TO ACHIEVE SUBPRIORITY		The Charter School will promote parent participation.
ACTIONS TO ACHIEVE GOAL		● Parents will be invited to attend annual personalized learning plan meetings with their student and their student’s faculty mentor. ● There will be numerous opportunities for parents to volunteer to support the Charter school should they choose, such as: driving, chaperoning, and helping to plan school trips; assisting with recruiting events; helping with school clubs and sports; preparing for school events; and helping with data entry; translation; parent technology training and other community outreach. ● The Charter School will hold at least three parent events each semester and provide Spanish interpretation.

		● Faculty mentors will be involved in parent communication for students in need of academic interventions.
MEASURABLE OUTCOME		All families attend personalized learning plan meetings during the school year.
METHODS OF MEASUREMENT		Faculty mentor reporting, volunteer log, parent event sign-in sheet or informal headcount
STATE PRIORITY #4— STUDENT ACHIEVEMENT Pupil achievement, as measured by all of the following, as applicable: A. California Assessment of Student Performance and Progress (CAASPP) B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness		
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS		
GOAL TO ACHIEVE SUBPRIORITY		Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
ACTIONS TO ACHIEVE GOAL		Faculty will provide instruction conducive to student learning; faculty will utilize appropriate CCSS aligned instructional materials; instructional materials will be tailored to student need to ensure they make sufficient growth.
MEASURABLE OUTCOME		Students in the Charter School exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT		CAASPP assessment reports
SUBPRIORITY B – API		
GOAL TO ACHIEVE SUBPRIORITY		Charter School’s performance on API or whatever might take its place following the implementation of new state assessments will be comparable to that of other Summit Public Schools serving comparable student populations and will exceed California average
ACTIONS TO ACHIEVE GOAL		Math curriculum and instruction has been revised to respond to SBAC assessment.

MEASURABLE OUTCOME		Charter School's performance on API or whatever might take its place following the implementation of new state assessments will exceed California average
METHODS OF MEASUREMENT		API or other state report card
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS		
GOAL TO ACHIEVE SUBPRIORITY		100% of graduates meet UC/CSU course requirements, except students with modified graduation requirements due to an IEP
ACTIONS TO ACHIEVE GOAL		● The Charter School will achieve and maintain UC/CSU approval for all core academic courses and a variety of visual and performing arts courses. ● Course sequence and graduation requirements will include 4 years of history/social science, English, math, science, and 2 years of a language other than English, which aligns with or exceeds the UC/CSU requirements.
MEASURABLE OUTCOME		100% of graduates meet UC/CSU A-G Course Requirements except students with modified graduation requirements due to an IEP.
METHODS OF MEASUREMENT		Graduation rates, Transcripts, Summit Learning Platform.
SUBPRIORITY D – EL PROFICIENCY RATES		
GOAL TO ACHIEVE SUBPRIORITY		English Learners will gain English language proficiency as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL		Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design. Monitoring student identification, placement, and growth in English language proficiency. Monitoring availability of adequate resources.
MEASURABLE OUTCOME		40% of EL students will advance at least one performance level on the ELPAC each academic year.
METHODS OF MEASUREMENT		ELPAC (this is replacing CELDT)
SUBPRIORITY E – EL RECLASSIFICATION RATES		
GOAL TO ACHIEVE SUBPRIORITY		Students are reclassified as English Proficient as quickly as possible for each individual student.
ACTIONS TO ACHIEVE GOAL		The Charter School will serve EL at the school site by enrolling students in a regular class and ensuring student receives supplementary instruction in order to learn English. The Charter School will:

		● Monitor language proficiency levels to determine adequate yearly progress. ● Monitor teacher qualifications and the use of appropriate instructional strategies based on program design. ● Monitor student identification, placement, and growth in English language proficiency. ● Monitor availability of adequate resources, and deliver resources to students as and when needed. ● Monitor reclassified students for at least two years.
MEASURABLE OUTCOME		Students are reclassified as English Proficient within 2.5 years on average. Pupil Achievement: EL Students reclassified to English Proficient: 5%
METHODS OF MEASUREMENT		School reclassification rates
SUBPRIORITY F – AP EXAM PASSAGE RATE		
GOAL TO ACHIEVE SUBPRIORITY		Students have the support they need to meet AP standards.
ACTIONS TO ACHIEVE GOAL		AP training for new AP teachers, vertical planning with AP teachers and teachers in other grade levels, AP classes remain open to all Charter School students. Provide students with feedback and development on AP skills in grades leading up to AP courses.
MEASURABLE OUTCOME		60% of students will pass at least one AP exam before graduation.
METHODS OF MEASUREMENT		AP exam pass rates.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP		
GOAL TO ACHIEVE SUBPRIORITY		Charter School students graduate truly academically college ready.
ACTIONS TO ACHIEVE GOAL		● Align sophomore and junior year content assessments and projects to standards set by California State Universities in the Early Assessment Program (EAP) as well as those set by the college board for AP classes. ● Offer targeted practice and instruction for students who do not pass the EAP in junior year. ● Graduation requirements align with or exceed UC/CSU entrance requirements.
MEASURABLE OUTCOME		Whole-school passage rates for the EAP in junior year or Entry Level Mathematics (ELM) exam and/or English Placement Test (EPT) in senior year will exceed those of district schools serving a similar student population.

METHODS OF MEASUREMENT		Passage rates on the EAP, ELM, EPT, and AP exams; student acceptance rate into college; alumni surveys.
STATE PRIORITY #5— STUDENT ENGAGEMENT Pupil engagement, as measured by all of the following, as applicable: A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates		
SUBPRIORITY A – STUDENT ATTENDANCE RATES		
GOAL TO ACHIEVE SUBPRIORITY		The Charter School will maintain high attendance rates in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL		The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled; the Charter School will share periodic attendance updates to families reminding them of the importance of in-school attendance as the primary way of learning and success; Charter School will work with families who struggle with attendance in keeping with emphasis on developing habits of success in students
MEASURABLE OUTCOME		ADA is at or above 95% of enrollment.
METHODS OF MEASUREMENT		Monthly, Quarterly, and Annual attendance reports.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES		
GOAL TO ACHIEVE SUBPRIORITY		The Charter School's rates of chronic absenteeism will remain low in order to ensure students are able to access learning opportunities and stay on track to achieve college readiness.
ACTIONS TO ACHIEVE GOAL		Parents and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.
MEASURABLE OUTCOME		Less than 14.6% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year).
METHODS OF MEASUREMENT		CALPADS, Charter School attendance reports
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES		
GOAL TO ACHIEVE SUBPRIORITY		The Charter School maintains middle school dropout rate of less than 2%.

ACTIONS TO ACHIEVE GOAL		The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME		Less than 2% dropout rate.
METHODS OF MEASUREMENT		CALPADS, Charter School enrollment documents
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES		
GOAL TO ACHIEVE SUBPRIORITY		The Charter School maintains dropout rate of less than 5%.
ACTIONS TO ACHIEVE GOAL		The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME		Less than 5% dropout rate.
METHODS OF MEASUREMENT		CALPADS, Charter School enrollment documents
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES		
GOAL TO ACHIEVE SUBPRIORITY		Graduation rates exceed California average.
ACTIONS TO ACHIEVE GOAL		Charter School will offer an academically engaging learning environment for all its students, including members of all subgroups. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to connect those goals to the choices that students make every day, including the choice to stay in school. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.
MEASURABLE OUTCOME		Graduation rates exceed California average.

METHODS OF MEASUREMENT		Cohort graduation rates (CDE Dataquest)
STATE PRIORITY #6— SCHOOL CLIMATE School climate, as measured by all of the following, as applicable: A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness		
SUBPRIORITY A – PUPIL SUSPENSION RATES		
GOAL TO ACHIEVE SUBPRIORITY		The Charter School will maintain an annual suspension rate of less than 9%.
ACTIONS TO ACHIEVE GOAL		Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME		Annually, 9% or fewer of all enrolled students suspended.
METHODS OF MEASUREMENT		Suspension rates, Annual School Accountability Report Card
SUBPRIORITY B – PUPIL EXPULSION RATES		
GOAL TO ACHIEVE SUBPRIORITY		The Charter School will maintain low annual expulsion rates.
ACTIONS TO ACHIEVE GOAL		Teachers will be trained and utilize Restorative Practices and receive professional development in classroom management. Executive Director and Assistant Directors will work with teachers and families to manage student behavior issues and concerns.
MEASURABLE OUTCOME		Annually, less than 1% of enrolled students are expelled.
METHODS OF MEASUREMENT		Expulsion rates, Annual School Accountability Report Card
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)		
GOAL TO ACHIEVE SUBPRIORITY		All community members feel safe at school.
ACTIONS TO ACHIEVE GOAL		Annually, all school employees will be trained on the elements of the School Emergency Plan. Students will participate in Fire, Earthquake, and safety drills and learn about social justice and restorative practices. Provide professional development for all faculty in equity, social justice, and restorative practices.

MEASURABLE OUTCOME		● 100% of required safety drills completed. ● 70% of parents respond positively to “I feel my child is physically safe at school” on parent survey. ● 70% of parents respond positively to “I feel my child is emotionally safe at school” on parent survey. ● Scores on student survey questions related to school climate average 3.5 (out of 5) or higher.
METHODS OF MEASUREMENT		Parent survey, student survey, drill and training participation logs
STATE PRIORITY #7— COURSE ACCESS The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable: ● Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) ● Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))		
GOAL TO ACHIEVE SUBPRIORITY		All students are enrolled in a broad course of study that will enable them to be college eligible and college ready, as outlined in Element A of the charter petition.
ACTIONS TO ACHIEVE GOAL		The Charter School will align all course offerings to college ready standards as defined by the California State University system, the Advanced Placement program, and applicable academic research.
MEASURABLE OUTCOME		100% of graduates meet UC/CSU course requirements, except students with modified graduation requirement due to an IEP
METHODS OF MEASUREMENT		Transcripts
STATE PRIORITY #8—OTHER STUDENT OUTCOMES Pupil outcomes, if available, in the subject areas described above in #7, as applicable.		
SUBPRIORITY A – ENGLISH		
GOAL TO ACHIEVE SUBPRIORITY		Students in the Charter School have a college-preparatory foundation in English.
ACTIONS TO ACHIEVE GOAL		The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME		Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT		CAASPP, Summit Learning Platform, NWEA MAP, AP exam scores

SUBPRIORITY B – MATHEMATICS		
GOAL TO ACHIEVE SUBPRIORITY		Students in the Charter School have a college-preparatory foundation in mathematics.
ACTIONS TO ACHIEVE GOAL		Graduates from the Charter School will exceed all academic entrance requirements for UC/CSU college admissions. The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME		Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments.
METHODS OF MEASUREMENT		CAASPP, Summit Learning Platform, NWEA MAP, AP exam scores
SUBPRIORITY C – SCIENCE		
GOAL TO ACHIEVE SUBPRIORITY		Students in the Charter School have a college-preparatory foundation in Science.
ACTIONS TO ACHIEVE GOAL		The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME		Students in the Charter School will demonstrate college-readiness on the cognitive skills rubric for science projects.
METHODS OF MEASUREMENT		Summit Learning Platform, Cumulative final projects
SUBPRIORITY D – SOCIAL SCIENCES		
GOAL TO ACHIEVE SUBPRIORITY		Students in the Charter School have a college-preparatory foundation in the Social Sciences.
ACTIONS TO ACHIEVE GOAL		The Charter School will offer additional academic supports for students who are falling behind in any subject area.
MEASURABLE OUTCOME		Students in the Charter School will demonstrate college-readiness on the cognitive skills rubric for social science projects.
METHODS OF MEASUREMENT		Summit Learning Platform, Cumulative final projects
SUBPRIORITY E – EXPEDITIONS (INCLUDING VISUAL AND PERFORMING ARTS)		
GOAL TO ACHIEVE SUBPRIORITY		100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
ACTIONS TO ACHIEVE GOAL		Faculty mentors will coach students on course selection and ensure that students make an appropriate choice in their personalized learning plan meetings at the beginning of the academic year.

MEASURABLE OUTCOME		100% of graduates complete a year-long Visual and Performing Arts course and the equivalent of a year-long college readiness course.
METHODS OF MEASUREMENT		Transcripts and student records
SUBPRIORITY F – PHYSICAL EDUCATION		
GOAL TO ACHIEVE SUBPRIORITY		100% of Charter School students are offered opportunities to be active through sports and activities, such as Volleyball, Basketball, Soccer, and Cheer.
ACTIONS TO ACHIEVE GOAL		Offer active opportunities through Expeditions and after school sports.
MEASURABLE OUTCOME		100% of Charter School students are offered opportunities to be active through sports and activities. Sports at the school include: Volleyball, Basketball, Soccer, and Cheer. Students are also offered opportunities to participate in the following active Expeditions classes: Wilderness, Dance, and Girls on the Run. K2 also offers a Capoeira after school club, and a Dance class specifically for Middle School students.
METHODS OF MEASUREMENT		Rate of student participation in activities offered.
SUBPRIORITY G – FOREIGN LANGUAGE, OTHER SUBJECTS		
GOAL TO ACHIEVE SUBPRIORITY		Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
ACTIONS TO ACHIEVE GOAL		Students complete Spanish 2 or higher.
MEASURABLE OUTCOME		Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.
METHODS OF MEASUREMENT		Teacher-developed rubrics

ELEMENT C: METHODS OF MEASUREMENT

"The method by which pupil progress in meeting those pupil outcomes is measured."
-- California Education Code Section 47605(b)(5)(C)

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

Assessment Tool	**Frequency of Assessment**	**Topics Assessed**
California Smarter Balanced Assessments	Annually	English, Math
California State Standards Exams	Annually	Science
California English Language Development Test	Annually	English Language Development
9th Grade Test of Physical Fitness	Annually	Physical Fitness
Cumulative Final Projects	Annually	English, Math, Science, History, Cognitive Skills
Advanced Placement Exams	Annually for grades 11-12	English, History, Math, Science, Spanish, College Readiness
NWEA MAP	2-3 times per year, for grades 9-10	English, Math
PSAT	Annually for grades 9-11	English, Math, College Readiness
ACT	Annually for grades 11-12	English, Math, Science, College Readiness
SAT I	Annually for grades 11-12	English, Math
SAT II	Annually for grades 11-12	English, Math, History, Science, Spanish, College Readiness
Progress in coursework	Each semester	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, English, Math, History, Science, Spanish

Progress toward achieving personalized learning plan goals	Each semester	Vary; may include cognitive skills, multiple subjects, and habits of success
Progress toward achieving Individual Education Plan goals	Each semester	Vary; dependent on IEP
Teacher-developed rubrics for projects and coursework, which may include: ● Experiment design ● Problems of the Week ● Research Projects ● Revision Process ● Complex Instruction Activity ● Socratic Seminar ● Classroom Discussion ● Structured Academic Controversy ● Peer Assessment ● Persuasive Speech ● Essay ● Lab Report	Ongoing	Textual Analysis, Using Sources, Inquiry, Analysis & Synthesis, Composing & Writing, Speaking & Listening, Products & Presentations, English, Math, History, Science, Spanish
Completion of all graduation requirements	Upon graduation	English, History, Math, Science, Spanish,Visual & Performing Arts College Readiness
Applications to four-year colleges	Upon graduation	College Readiness
Acceptance letters to four-year colleges	Upon graduation	College Readiness

Use and Reporting of Data

The primary tools to be used for capturing student data are Illuminate and the Summit Learning Platform. Illuminate is a combined Student Information System and Data and Analysis System designed specifically for school use. All standardized test results are uploaded into Illuminate. Progress in coursework and progress towards achieving personalized learning plan goals are tracked in the Summit Learning Platform. In addition, the Charter School will utilize the Overgrad database system to capture all college application and acceptance data and Illuminate to analyze classroom achievement. The systems have combined the capability to record results for all of the tools described in the previous section.

Collection

- Standardized assessment results are all available electronically and are uploaded by the Executive Director or his/her designee.

- All results from assessments given at school are inputted by faculty members.
- All information pertaining to student goals is inputted by mentors or RSP teachers.
- Seniors, mentors and parents enter all college data into the Overgrad 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 Family Meetings.
- The Charter School faculty will analyze data from all of the tools listed for individual students, as well as school-wide, on an ongoing basis each semester.
- 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 platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours.
- Annually, the Charter School will publish a School Accountability Report Card ("SARC") that will be posted on the Charter School's website and made available in the school lobby.
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.

Continuous Improvement

SPS: K2 is committed to using student performance data to refine and improve the educational program. Specifically, the faculty will devote at least 6 hours of faculty meetings during each semester as well as substantial amounts of time during the 8 weeks while their students are participating in expeditions 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 student expedition periods. Additionally, the Charter School has completed an initial visit in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC"). SPS: K2 will host WASC will complete its first self-study during the spring of the 2019 school year for full accreditation.

County Visitation/Inspection

SPS: K2 will comply with a County requested visitation process to enable the County to gather information needed to validate the Charter School's performance and compliance with the terms of this charter. SPS: K2 also agrees to and submits to the right of the County to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

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

ELEMENT D: GOVERNANCE STRUCTURE

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

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

Legal Status

SPS: K2 shall be operated by Summit Public Schools[3], a California non-profit public benefit corporation pursuant to California law and is a 501(c)(3) tax exempt organization, as Summit Public Schools. Summit Public School's Amended Articles of Incorporation state:

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

Pursuant to the second stated corporate purpose of Summit Public Schools, SPS: K2 will be operated by Summit Public Schools in accordance with Education Code Section 47604(a). Summit Public Schools and SPS: K2 shall be governed pursuant to the corporate bylaws, as amended and supplemented, 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 K.

SPS: K2 shall operate autonomously from the Contra Costa County Board of Education, with the exception of supervisory oversight as required by the Charter Schools Act. Pursuant to Education Code Section 47604(c), CCCOE shall not be liable for the debts and obligations of Summit Public Schools or SPS: K2, operated by a California non-profit, public benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the CCCOE has complied with all oversight responsibilities required by law.

Board of Directors of Summit Public Schools

Summit Public Schools is governed by a Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the corporate bylaws of Summit Public Schools which shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing its responsibilities include, but are not limited to, creating, adopting and monitoring a long term strategic plan and associated budget, and employing and evaluating the performance of the Charter School.

The Board consists of at least four members and shall not exceed fourteen members. Each Board member serves a three year term, with the exception of the Chief Executive Officer, who will serve

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[3] The organization that is Summit Public Schools as described and referenced in this charter petition was originally incorporated under the name of The Summit Institute. The Summit Institute filed a Certificate of Amendment to the Articles of Incorporation for a name change with the Secretary of State in 2012 and received approval of the name change to Summit Public Schools.

on the Board the entire time he/she is employed by Summit Public Schools. Terms are staggered to ensure that at any given time no more than one third of the members have less than one year of experience on the board. New Board members will be mentored by experienced members during their first year. Board members 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 are not subject to a limit on the number of terms they may serve. Each Board member is permitted to serve until a successor director has been designated and qualified subject to the earlier resignation and removal provisions set forth in the bylaws. Board members shall have experience in one or more areas critical to charter schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Summit Public Schools Board of Directors with Term Expiration Dates

Member	Position	Term Expiration Date
Robert Oster	Chairperson	July 2020
Steven Humphreys	Member	July 2019
Blake Warner	Secretary	July 2021
Meg Whitman	Member	July 2021
Andrew Thompson	Member	March 2020
Diego Arambula	Member	October 2018
Diane Tavenner	Chief Executive Officer	No expiration date

In addition, in accordance with Education Code Section 47604(b), the governing board that grants the charter to SPS: K2, which is formed and organized pursuant to the Charter Schools Act of 1992, shall be entitled to a single representative on the Board. Accordingly, the Authorizer may choose to appoint a representative to serve on the Summit Public Schools Board.

Board Responsibilities:

The Board will meet on a regular basis. Summit Public Schools will provide a means and opportunity for parents and the public to participate in, attend, or view the meetings in each county where the organization operates schools. The responsibilities of the Board include but are not limited to:

- Strategic planning
- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the Charter school budget, fiscal reports, and the Charter School's fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School's facility arrangements and plans

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 conflict of interest code, which is included in Appendix L. The organization will retain its own legal counsel when necessary, and will purchase and maintain, as necessary, general liability, officers and directors', property, workers' compensation, and unemployment insurance policies.

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

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

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

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

Chief Executive Officer

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

Executive Director

The day-to-day management of the Charter School shall be by the Executive Director. The Executive Director will work full-time within the Charter School and will communicate directly with the Board of Directors and to the District Board of Education through its Superintendent or designee as necessary. The Executive Director is fully responsible for the execution of all applicable Board policy, all day-to-day operations, and all functions of the Charter School.

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

- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc.
- Supervise all employees of the Charter School.
- Provide timely performance evaluations of all Charter School employees.

- Propose policies for adoption by the Board.
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with Charter School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations.
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures.
- Develop and administer the Charter School budget in accordance with generally accepted accounting principles.
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations.
- Attend IEP meetings when necessary.
- Supervise student disciplinary matters.
- Coordinate the administration of Standardized Testing.
- Plan and coordinate student orientation.
- Attend, as necessary, County Board of Education meetings as the charter representative.

Board Committees

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

Parent Participation & Parent Organization

As the Charter School is being established to serve the needs of the students, it is imperative that families are actively involved. SPS: K2 parents are strongly encouraged to become actively involved in the Charter School and in their child's education. Several opportunities for parent involvement exist and include:

- Parent participation in the annual development of their child's personalized learning plan.
- Parent attendance of several Parent Education Nights held each year. Evenings are planned by the parent organization in conjunction with the Charter School administration. Meetings address such topics and college preparation, financial aid, SAT preparation, school finances, and organizational planning.
- Parent attendance of all charter school social functions.

SPS: K2 has encouraged all parents to form a parent organization established to facilitate communication between all members of the Charter School community and to help meet the goals and objectives of the Charter School. Charter School administration will meet regularly with the leadership of the Parent Organization to discuss parent community questions, concerns, and ideas. SPS: K2 parents have developed their own organization based on the needs of the Charter School community. The Charter School will ensure that meetings of the Parent Organization are accessible to all parents via appropriate means, such as translation.

SPS: K2 strongly encourages all parents or guardians of SPS: K2 students to make their best effort to participate as parent volunteers. Participation is voluntary and there are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities from which families can choose. **Parental involvement is not a requirement for acceptance or enrollment in the Charter School** and no student will receive any kind of adverse action from the Charter School due to a parent's non-participation. The assignment, managing, and tracking of community hours are the responsibility of the SPS: K2 parent organization, with the input and assistance of the Executive Director. All parents and guardians are notified of their responsibilities and the expectations of them via the Handbook that is distributed upon enrollment and is also available on the Charter School website and in the lobby of the Charter School.

ELEMENT E: 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 SPS: K2 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 identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School.

The Charter School will comply with all State and federal laws concerning the maintenance and disclosure of employee records.

Specific Qualifications for all Staff

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

- Commitment of time, energy, and effort in developing SPS: K2's program.
- Belief in the basic philosophy of emphasizing the core curriculum.
- Commitment to working with parents as educational partners.
- Strong written and verbal communication skills.
- Knowledge of the developmental needs of high school students.
- Awareness of the social, emotional and academic needs of high school students.
- Ability to plan cooperatively with other staff.
- Willingness to continue education through additional courses and training, workshops, seminars and staff development.
- Active participation in staff meetings.
- Focus on working closely with the Charter School faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.
- Take a leadership role in some aspect of the Charter School's development.

Administrators

Administrators, including the Executive Director at SPS: K2 shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the Executive Director shall possess skills in hiring and supervising excellent teachers.

It is desired that SPS: K2 administrators possess a master's degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. SPS: K2 administrators will demonstrate proficiency on the California Professional Standards for Educational Leaders. SPS: K2 will give preference to administration candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment. Sample job descriptions are contained in Appendix M.

Teachers

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. SPS: K2 will comply with Section 47605(l), which states:

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

SPS: K2 will require each teacher to have the Crosscultural, Language, and Academic Development ("CLAD") qualifications required by the CTC as part of their credential. Special Education teachers will be required hold compliant credentials in Special Education.

In addition to the specific qualifications expected of all SPS: K2 staff members, the following qualifications are expected of all teachers:

- Strong instructional leadership.
- Caring about students and their success in learning.
- Familiarity with or willingness to be trained in SPS: K2's curriculum, instructional methodology, and procedural compliance.
- Demonstrable effectiveness in teaching, mentoring, and writing.
- Commitment to the philosophy of the Charter School and its mission.
- Accepting the parent as a vital partner in the learning process.
- Working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community.
- Deep commitment to student achievement.
- Accepting responsibility and accountability for instruction.

The expectations and responsibilities of SPS: K2's teachers are included in Appendix M- Sample Job Descriptions.

SPS: K2 may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in noncore, noncollege preparatory courses and activities.

Non-Instructional

All non-instructional staff will possess experience and expertise appropriate for their position with SPS: K2 as determined by the Executive Director in accordance with any compliance requirements.

Services Provided Via Contractors

SPS: K2 will receive service from employees of organizations with which SPS: K2 contracts. Additionally, SPS: K2 will receive financial, human resource, technology, data analysis leadership, facilities, professional development, and other services from Summit Public Schools. SPS: K2 will ensure that the qualification of the employees of contractors and Summit Public Schools are consistent with the expectations for SPS: K2's employees.

ELEMENT F: HEALTH AND SAFETY PROCEDURES

> *"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237."*
>
> *- California Education Code Section 47605(b)(5)(F)*

A healthy and safe environment is imperative to productive teaching and learning. SPS: K2 will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Summit Public School's insurance carriers. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student / Family and the Employee handbooks. Appendix N contains a copy of SPS: K2's School Site Safety Plan.

The following summarizes the health and safety policies of SPS: K2:

Procedures for Background Checks

Employees and contractors at SPS: K2 will be required to submit to a criminal background check and furnish a criminal record summary as required by Ed. Code 44237 and 45125.1. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. Summit Public Schools shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role Of Staff As Mandated Child Abuse Reporters

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

TB Testing

SPS: K2 will follow the requirement of Education Code Section 49406 in requiring tuberculosis risk assessment and/or testing of all employees.

Immunizations

SPS: K2 will adhere to all laws related to legally required immunizations for entering students pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

SPS: K2 will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision/Hearing/Scoliosis

SPS: K2 shall adhere to Education Code Section 49450 et. seq. as applicable to the grade levels served by the Charter School.

Emergency Preparedness

SPS: K2 shall adhere to an Emergency Preparedness Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This plan shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood borne Pathogens

SPS: K2 shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

SPS: K2 shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The School agrees to maintain visitor policies, test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills at least twice per school year in accordance with Title 5 California Code of Regulations Section 550.

Drug Free/Smoke Free Environment

SPS: K2 shall maintain a drug and alcohol and smoke free environment.

Integrated Complaint and Investigation Procedure

SPS: K2 adopted a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the Charter School. Under the direction of the Board of Summit Public Schools, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to the Charter School through this procedure.

Comprehensive Sexual Harassment Policies and Procedures

SPS: K2 is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Summit Public Schools has adopted a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School policy included in Appendix O.

Procedures

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

ELEMENT G: RACIAL AND ETHNIC BALANCE

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

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

SPS: K2 will strive to recruit a student population that will be reflective of the general population of the District. SPS: K2 will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population. These strategies will include:

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

A description of the planned activities for recruiting the fall 2019 entering 7th grade class is included in Appendix P.

ELEMENT H: 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 leadership of the Charter School, shall determine all policies, processes, and procedures governing application, admission, and enrollment at SPS: K2. All students attending SPS: K2 must follow the application, admission, and enrollment policies of the Charter School.

The website and intent to enroll form for admission to SPS: K2 shall include information that allows students and parents to be informed about the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. The intent to enroll form will be made available to all families in both online and paper formats. A sample intent to enroll form is included as Appendix Q.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at SPS: K2. The determination of school capacity shall be based on, among other things, the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School.

Admission Criteria

SPS: K2 shall be open to all students at the appropriate grade levels who wish to attend within the minimum and maximum age requirements specified in applicable law. SPS: K2 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 the number of students who wish to attend SPS: K2 exceeds the Charter School's capacity, admission to SPS: K2, except for existing students, shall be determined by public random drawing in accordance with the preferences given in the next section.

The only admission requirement is that students wishing to attend SPS: K2 must follow the Charter School's admission procedures with respect to completing intent to enroll forms and enrollment paperwork by the announced deadlines.[4] The open enrollment deadline, which will normally be in the winter or spring for admission the following August, 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 intent to enroll forms will be held in abeyance in order to conduct a subsequent drawing, if necessary. Late return of enrollment paperwork following notification of an admission offer shall result in loss of admission offer.

There shall be no admission testing or other evaluation required of any applicant. SPS: K2 shall not charge an application fee nor shall it charge tuition [California Education Code Section 47605(d)(1)]. SPS: K2 will not require any monetary or other contribution as a condition for

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

application, admission, enrollment, or participation in any of the Charter School's required educational activities.

SPS: K2 shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Public Random Drawing and Preferences

Intent to enroll forms will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, intent to enroll forms shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend SPS: K2 exceeds the Charter School's capacity, enrollment, except for existing students, shall be determined by a public random drawing for each grade level. 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 Public Schools teachers and staff and founders of SPS: K2 (Founders have been identified and described in Appendix X "Founding Group")
2. Siblings of currently enrolled students or graduates of SPS: K2 residing within the boundaries of the District
3. Students who reside within the boundaries of the District and qualify for Free and Reduced Price Lunch (FRL)
4. All other students residing within the boundaries of the District
5. Siblings of currently enrolled students or graduates of SPS: K2 residing outside the boundaries of the District
6. Students who reside outside the boundaries of the District and qualify for Free and Reduced Price Lunch (FRL)
7. All other students who wish to attend the Charter 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 prior to or during the first 10 school days of the school year.

Ten school days into the new school year, SPS: K2 will notify all families that the admission priority list will be cleared that day. Upon receipt of such notice, families, will have five additional school days to reapply if they are interested in enrollment for the current school year. Fifteen days into the new school year, SPS: K2 will hold another public random drawing, and will fill any subsequent openings during the school year based upon that list. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. SPS: K2 shall maintain a list of students interested in transferring to the Charter School. When both of the following statements are true, another public random drawing will be conducted for the open spaces as described above: (1) one or more spaces becomes available and there are more applicants than spaces available and (2) (a) the admissions priority list has been exhausted, or (b) the date is after the first 15 school days of the school year.

Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process, location, date, and time via mail or email at least two weeks prior to the public random drawing date. Families need not be present at the drawing to participate. Families will be notified of their status using contact information provided on the intent to enroll form subsequent to the drawing, at which time they will also be notified of the timeline for accepting an offer of admission and completing enrollment paperwork if an offer was made.

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 included in this charter.

Transfer Students

For students applying to transfer to SPS: K2 after the beginning of their 9th grade year, all of the above guidelines will be followed for each public random drawing. In order to determine which grade level lottery would be most appropriate for the applying family, SPS: K2 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

SPS: K2 shall have the following requirements that must be met by each student and his or her family before enrollment is complete at the Charter School:

- Complete enrollment/registration forms including student data sheet, emergency information cards and other required documents.
- Provide records documenting immunizations required by public schools (as described above.)

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

ELEMENT I: 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 SPS: K2 will be conducted as required under Education Code Sections 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 K-12 Audit Guide.

The Board of Summit Public Schools will approve the proposed independent auditor and audit contract each spring. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and shall report to the Board of Directors of Summit Public Schools with recommendations on how to resolve them. The Board of Summit Public Schools will submit a report to the 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. Audit appeals or requests for summary review will be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

SPS: K2, as a school managed by Summit Public Schools, has not received any audit exceptions since opening.

ELEMENT J: SUSPENSION / EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled."
- California Education Code Section 47605(b)(5)(J)

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

In cases where suspension and expulsion are necessary, SPS: K2 will follow a comprehensive set of suspension and expulsion policies which are attached in Appendix S. The policies will be printed and distributed as part of SPS: K2's Student/Parent Handbook and will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. On an annual basis, 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.

No student will be involuntarily disenrolled, dismissed, or transferred by the charter school for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision.

ELEMENT K: COMPENSATION AND BENEFITS

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

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

The financial compensation for Charter School employees will include a base salary that is competitive with like jobs in other local public high schools.

The Human Resources and Finance teams at Summit Public Schools will oversee the arrangements, including required contributions and deductions, for retirement coverage for all SPS: K2 employees.

All certificated employees of SPS: K2 shall participate in the State Teachers' Retirement System ("STRS"). All classified employees will participate in a 401(a) retirement plan.

SPS: K2 will make all required employer contributions. SPS: K2 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 T for more information on compensation and benefits.

ELEMENT L: 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)

No student will be required to attend the Charter School. Students who opt not to attend SPS: K2 may attend school district of residence schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in SPS: K2 shall be informed that the pupil(s) has no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in SPS: K2, except to the extent that such a right is extended by the local education agency.

ELEMENT M: EMPLOYEE RETURN RIGHTS

"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)

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at Summit Public Schools and who later wish to return to the District will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Summit Public Schools shall not have any authority to confer any rights to return on former District employees.

Charter School employees shall have:

- 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 the local education agency determines to be reasonable and not in conflict with any law.

All employees of SPS: K2 shall be considered the exclusive employees of Summit Public Schools and not any school district or the West Contra Costa Unified School District unless otherwise mutually agreed in writing. To the extent an employee provides to the Charter School a written statement of accumulated leave or years of service credit accrued at any local education agency, the Charter School shall maintain such information in accordance with State law, including the Teachers' Retirement Law. Employment in the Charter School by Summit Public Schools provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT N: 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 Charter School pursuant to the Charter School's policies, (2) minimize the oversight burden on the County, (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 County to a specific procedure. As such, the following represents the Charter School's proposed process for resolving disputes, if any, between the County and the Charter School. The Charter School agrees that this process may be revised as agreed upon by the County and Charter School in a mutually agreed upon MOU.

Public Comments

The staff, officials, and Boards of Summit Public Schools, SPS: K2, and the Contra Costa County Office of Education agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Each shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Disputes Arising from within SPS: K2

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

Disputes Between SPS: K2 and the Contra Costa County Office of Education

The Charter School and the County 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 County determines that the Charter School has engaged in an act that could lead to revocation of the charter, the County and the Charter School shall have a face to face meeting within ten (10) days of the

Superintendent's and/or designee's determination that such act has occurred. Present in the face-to-face meeting shall be at least the Superintendent of the County or designee and the Charter School's Executive Director. Prior to the face-to-face meeting, the County shall inform the Charter School of the County's findings and evidence of the alleged act. The County shall provide the Charter School a reasonable opportunity to respond to such findings and evidence. If after such meeting, the County Board determines that a violation has occurred which requires a cure, the County Board may act to send a formal written notification to the Charter School outlining the alleged violation and demanding the violation be cured. The Charter 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 County , 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 County Board of Education in accordance with Education Code Section 47607 and its implementing regulations.

- Disputes not Leading to Revocation: Dispute Resolution
  In the event that SPS: K2 and Contra Costa County Office of Education have disputes regarding the terms of this charter or any other issue regarding the Charter School and the County's relationship, both parties agree to follow the process outlined below.

In the event of a dispute between SPS: K2 and the County, the Charter School staff and the employees and Board members of Summit Public Schools agree to first frame the issue in written format and refer the issue to the Superintendent of the County and the Executive Director of SPS: K2, or their respective designees. 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 (10) days from receipt of the notice of dispute the representatives from the Charter School shall meet with representatives from the County in an informal setting to try to resolve the dispute.

If this meeting does not resolve the dispute, the Superintendent and Executive Director, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and Executive Director, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the notice of dispute. The costs of the mediator shall be split equally between the County and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and the Charter School.

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

ELEMENT O: CLOSURE PROCEDURES

"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 Charter School will promptly notify parents and students of the Charter School, the Contra Costa County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System), and 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 Charter School 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, following the Board's decision to close the Charter School.

The Charter School 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.

As applicable, the Charter School will provide parents, students and the District with copies of all appropriate student records and will 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. The Charter School will ask the County to store original records of Charter School students. All records of the Charter School shall be transferred to the County upon Charter School closure. If the County will not or cannot store the records, the Charter School shall work with the State Office of Education to determine a suitable alternative location for storage.

As soon as reasonably practical, the Charter School shall prepare final financial records. The Charter School shall also have an independent audit completed within six months after closure. The Charter School shall pay for the final audit. The audit shall be prepared by a qualified CPA selected by the Charter School and shall be provided to the County promptly upon completion.

The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to SPS: K2.

SPS: K2 will complete and file any annual reports required pursuant to Education Code section 47604.33 and complete necessary academic reporting.

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 Charter School, shall remain the sole property of Summit Public Schools and, upon dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the corporation's Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another California public educational entity. Any assets acquired from the County or County property will be promptly returned upon Charter School closure to the County. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain responsible for satisfaction of all liabilities arising from the operation of the school.

As Summit Public Schools is operated by a nonprofit public benefit corporation under California law, should the corporation 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 Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budget

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

- California Education Code Section 47605(g)

SPS: K2's budget is based upon Summit Public School's experience of operating successful schools across the Bay Area since 2003. The five year budget, cash flow and narrative can be found in Appendix U.

The budget demonstrates that there is a limited need for private funding. The Charter School will operate its basic program on the LCFF apportionment, state categorical funding and federal funding amounts.

Financial Reporting

Summit Public Schools fiscal control policies and procedures (Appendix V) will be used to guide SPS: K2's operation. The fiscal policies have been adopted by the Board of Summit Public Schools and reviewed by the independent financial auditors of both SPCHS and EPHS. SPS: K2 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 general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of SPS: K2. Summit Public Schools and numerous other California charter schools are covered by CharterSAFE, which offers comprehensive insurance to charter schools. It is SPS: K2's intention to continue coverage with this provider, unless a more prudent option is discovered. A summary of SPS: K2's coverage is included in Appendix W. Workers compensation is covered by Trinet, our PEO provider.

Facilities

"The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate."

-California Education Code Section 47605(g).

SPS: K2 will operate within the boundaries of West Contra Costa Unified School District. SPS: K2 wishes to be located in its current facility at 1800 Elm St. in El Cerrito, CA. This location is ideal for the student population the school seeks to serve.

Transportation

The Charter School does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP. In these cases, transportation shall be handled in accordance with the MOU between the District and SPS: K2 if the Charter School operates as a public school of the District for special education purposes, but solely by SPS: K2 in accordance with SELPA policy and the IDEA as long as SPS: K2 is a member of a SELPA.

IMPACT ON THE CHARTER AUTHORIZER

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

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 or County.

Civil Liability

SPS: K2 shall be operated by a California non-profit public benefit corporation, Summit Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to the Education Code Section 47604(c), the District and County shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the County has complied with all oversight responsibilities required by law. SPS: K2 shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of SPS: K2.

Further, Summit Public Schools and the County shall enter into a memorandum of understanding, wherein SPS: K2 shall indemnify County for the actions of SPS: K2 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.

Upon request, the County shall be named an additional insured on the general liability insurance that Summit Public Schools maintains for the operation of SPS: K2.

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

CONCLUSION

By approving this charter, the Contra Costa County Office of Education will be fulfilling the intent of the California Legislature.

> *Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:*
> *(a) Improve pupil learning.*
> *(b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
> *(c) Encourage the use of different and innovative teaching methods.*
> *(d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
> *(e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.*
> *(f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance- based accountability systems.*
> *(g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.*

The Petitioners are eager to work independently yet cooperatively with the County to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the County to answer any concerns over this document and to present the County with the strongest possible proposal requesting a five year renewal term through June 30, 2024.

Middle School Bell Schedule
Monday - Friday

Period	Start Time	End Time
Block 1	8:00 AM	9:05 AM
Brunch	9:05 AM	9:20 AM
Block 2	9:20 AM	10:25 AM
Block 3	10:30 AM	11:35 PM
Lunch	11:35 PM	12:15 PM
Block 4	12:15 PM	1:20 PM
Block 5	1:25 PM	2:30 PM
Block 6	2:35 PM	3:15 PM

High School Bell Schedule
Monday - Friday

Period	Start Time	End Time
Block 1	8:20 AM	9:50 AM
Brunch	9:50 AM	10:10 AM
Block 2	10:10 AM	11:40 AM
Block 3	11:45 AM	12:35 PM
Lunch	12:35 PM	1:15 PM
Block 4	1:15 PM	2:45 PM
Block 5	2:50 PM	3:30 PM

Summit Public School: K2

2018-2019 MIDDLE SCHOOL CALENDAR

July 2018

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018

SU	MO	TU	WE	TH	FR	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	NSO	☐ 15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018

SU	MO	TU	WE	TH	FR	SA
						1
2	③	🟥 4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	PLP	22
23	24	25	26	27	28	29
30						

October 2018

SU	MO	TU	WE	TH	FR	SA
	1	2	3	4	🟥 5	6
7	⑧	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	🟥 29	30	31			

November 2018

SU	MO	TU	WE	TH	FR	SA
				1	2	3
4	5	6	7	8	9	10
11	⑫	13	14	15	16	17
18	⑲	⑳	㉑	㉒	㉓	24
25	26	27	28	29	30	

December 2018

SU	MO	TU	WE	TH	FR	SA
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	㉔	㉕	㉖	㉗	㉘	29
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January 2019

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NSO	New Student Orientation	🟥	Faculty Professional Development- No school for students
☐	First Day of School	🟨	Last Day of School- Minimum Day (12:30 pm dismissal)
○	School is Closed	PLP	Personalized Learning Meeting Day- No School

Summit Public School: K2

2018-2019 HIGH SCHOOL CALENDAR

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NSO New Student Orientation
☐ First day of School
○ School is Closed
☆ High School Expedition Sessions
🟥 Faculty Professional Development- No school for students
🟨 Last Day of School- Minimum Day (12:30 pm dismissal)
PLP Personalized Learning Meeting Day- No School

Narrative Description of a Typical Day for a Student at Summit K2

HS Average Student

The school gates open at 7:30 am each morning. A typical HS student will arrive between 7:30am and 8:15am. Prior to the start of class the student may use their time to work with peers, meet with a teacher, administrator or socialize with peers. All K2 students will begin Monday morning with mentor time, 8:00 am for MS students and 8:20 for HS students. Each student has a mentor who is a faculty member. The mentor will meet with approximately 20-25 mentees to focus on community building, group goal setting, and/or social-emotional skill building. Each student will set their academic goals for the week, as well as sign up for Office Hours with their teachers based on their needs. The mentor will also engage each student in a 1:1 "check-in" over the course of the week to gauge their mood, stress, and needs.

After the first two blocks of mentor time on Monday, the student transitions into Block 3, which is either an extra Math class or an enrichment opportunity that students have chosen ahead of time. Every student has an extra Math class 1 day a week during this block, and when not in Math class will opt into an enrichment opportunity on the other days.

On Tuesday through Friday, HS students will engage in two blocks of instruction for 90 minutes each and on block of 50 minutes at the start of the day, with a break from 9:50 - 10:10 for brunch. After their third block, they have a 40 minute lunch. The student will have lunch on the campus. The student may bring his lunch or purchase a school lunch from the school lunch caterer. During this time the student will be encouraged to socialize and engage in physical activity.

Then between 1:15 pm and 3:30pm, the student will engage in one more 90 minute block of instruction, and one 40 minute block of instruction.

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

During Block 5, the last forty minute block of the day, students may also opt into Office Hours (targeted support from their teachers) or an optional PE class.

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

After school, the average student will periodically attend his teacher's office hours or after school PLT between 3:30 and 5:00pm to ask individual questions or receive help. The student will usually have some amount of work to complete at home, depending on how much they were able to complete during Personalized Learning Time and Project Time during the school day. Many students will use their Personalized Learning Time intentionally to minimize the amount of work they need to take home. This student will likely use the Platform tool to access class resources. Additionally, the student and his/her parents will use this system to track his/her current grades, yearly progress, and due dates. This student may also participate on a school athletic team or an afterschool club. K2 offers an established after school enrichment program through the Boys and Girls Club, as well as opportunities for students to join a Female or Male Empowerment club (eg. Boys group or Girls group).

On Wednesdays, the student will also have mentor time during Block 3 for 50 minutes to engage in our Circles curriculum, which is targeted at building community and belonging, and helping students develop socio-emotional skills such as self-reflection, interpersonal skills, etc.

On Fridays, the student will have a very similar schedule to Monday, except they will spend the last two blocks with their mentor group (instead of the first two). On these days, he will also have a mentor group community circle that will help the mentor group build trust and a sense of belonging. Mentors also hold ten minute 1-1 check in's with each mentee every Friday. During this time, they set short and long terms goals together and the mentors checks in on the student's academic status, outside of school life, and social-emotional health. All of the student's work, both projects and playlists, are in the Platform, making it easy for the mentor to keep track of the student's progress and communicate about it with the student's family.

Middle School Average Student

This student's experience will be similar to the average high school student's experience, with key differences described below.

Middle school students are not on a rotating 90 minute block schedule, rather have each core class (English, History, Science, and Math) for 65 minute per day to account for where they are developmentally. Over the course of the school year, MS students also take 2 electives embedded within their regular school day to allow students to access a different mode of learning from their core classes (eg. Drama). Like high school students, they will have mentor group community circles to help his group build trust and a sense of belonging, as well as weekly 1-1 check in's, dedicated time for setting short-term and long-term goals, and opportunities to participate in workshops and collaborate with peers. Mentors in the middle school have a similar schedule to HS, which will allow students to set and follow up on goals, with more opportunities for feedback.

Middle school students also have PE classes to support their physical development and help them develop effective personal health habits. Lastly, Middle School students will also have access to Office Hours and enrichment opportunities during the last block of the day.

At-Risk Student / Low Achieving

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

During the development of this student's Personalized Learning Plan (PLP), the student, parent and mentor will agree to a daily and weekly plan designed to support the student to succeed. This plan will include setting weekly goals that he/she is able to put into his learning platform. The mentor and parent have access to these goals and can therefore help to keep him/her accountable for them.

It is probable that this student will commit to attending office hours and/or Saturday School to complete his project work with the assistance of his teachers or mentor. Additionally, this student will use time during the school day while all students are working on building literacy and numeracy to work with a teacher and small class size to continue building their skills (Summit Reads and Summit Solves class). During these sessions the teachers will work with small groups of students on skill remediation.

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

It is likely that this student will not have demonstrated mastery of all required content for each course at the end of each quarter before the start of Expeditions. If this is the case, the student will attend review sessions facilitated by each teacher during the Expedition periods. During these sessions the teacher will work with individual and small groups of students to help them achieve a conceptual understanding and basic mastery of all content from that semester.

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

Special Education

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

During the daily Personalized Learning Time period this student will likely meet with a special education service provider to receive services. The most common service will be Education Specialist support which will range from individual to small group instruction designed to support the achievement of the IEP goals. The Education Specialist will also hold workshops within the learning center time that focus on executive functioning, writing, and social-emotional skills. However, some students will meet with a speech and language specialist, occupational therapist or school psychologist. If the student experiences difficulty or a disability in math, he/she will attend the math support class described in the at-risk narrative. This may occur during the Personalized Learning Time period or the student's graduation requirements may be modified to require, for example, only two years of Language other than English, so as to free time for the support class.

The student's case manager will regularly check in with the student before and after school and will maintain regular communication with the student's parents or guardians.

This student will receive accommodations and modifications in the regular classroom settings and on standardized tests in accordance with his IEP.

High Achieving

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

Throughout the day, this student will be challenged to explore and master the skills of his/her courses at a deeper level, not through additional work, but through differentiated assignments and through his/her role in group work. This will be planned in coordination with the student's mentor and he/she will have access to this differentiated work through his Platform. Students can also access "Additional" and "Challenge Focus Areas" in the Platform to accelerate in the course. Students have the opportunity to move on an accelerated course pathway in Math and Spanish based on level. Students may also be invited to create a more customized course schedule as they enter the upper grades, including, but not limited to taking college classes at local universities.

Additionally, this student will be invited to use enrichment opportunities to help get prepared for AP exams. Faculty members will hold special review and study sessions during Block 3 to support these students. While the average student will likely take two or three AP exams during his four years, the high achieving student will probably take between five and seven different exams.

English Learner

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

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

During the Personalized Learning Time period the student be enrolled in an English Language support class focused on developing language capacity and skills (Summit Reads). Additionally, the student will attend office hours and Saturday school.

The student will be strongly encouraged to take summer school courses and use additional resources outside of school to continue his language development throughout the entire year.

SUMMIT PUBLIC SCHOOLS
K2

2018-2019 Student and Family Handbook

Please sign and return to Summit K2 Operations Manager, Nayeli Hernandez	**Parent Initial**	**Student Initial**
We have read and agree to the **Student/Parent Handbook** for Summit K2 for 2017-2018.		
We have read and agree to the **Graduated Discipline Plan and Suspension and Expulsion Policy** for Summit K2.		
We have read and agree to the **Visitor Policy** for Summit K2		
We have read and agree to the **Attendance and Tardy Policies** for Summit K2.		
We have read and agree to the **Meal Charge Policy** for Summit K2.		
We have read and agree to the **Transportation Policy** for Summit K2		
We have read and agree to the **Chromebook & Internet Use Agreement Summary & Take-home Agreement** for Summit K2 and agree to follow all policies.		
We have read and agree to the **Social Media Policy** for Summit K2 and agree to follow all policies.		
Good Neighbor Handbook		

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Summit Public Schools:
K2

Student and Family Handbook
2018-2019

School Contact Information
Address: 1800 Elm Street, El Cerrito, CA 94530
Middle School Phone: (510) 374-4093
High School Phone: (510) 374-4408
Fax: (510) 374-4096
Email: nhernandez@summitps.org
School Website: http://k2.summitps.org/
Summit Public Schools Website: www.summitps.org

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Overview

School Mission

Summit Public Schools' mission is to prepare a diverse student population for success in college and to be thoughtful, contributing members of society. Since our founding in 2003, our mission has driven every decision we make about our schools and every minute of the student experience.

Students graduate from Summit college-ready. They have the knowledge, skills, and habits to succeed in and graduate from a 4-year college. While this may not be the path for every student, we ensure that every student is equipped with the skills to succeed in college, career and life. Our ultimate aim is for our students to achieve well-being by becoming individuals who reflect on how they want to contribute their talents and passions to this world.

Principles of the Summit K2 Experience

To achieve our mission, the following principles are the foundation of the decisions we make and the expectations we set for all members of our community.

1. *We build and maintain peace in our community through restorative practices.*

At Summit, the physical and emotional well-being of our students is our number one priority. We believe that schools should be diverse communities that are rooted in care and affection.

- Summit learners build secure attachments with their teachers, mentor and peers.
- Summit learners and teachers work proactively to build strong relationships and community structures to prevent harm.
- Summit learners and teachers accept all individuals unconditionally even when not accepting actions and behaviors that harm the community.
- Summit learners take accountability for their actions. When harm has been done, our restorative practices establish accountability, repair that harm, and prevent future misconduct while promoting respect and restoring relationships among all community members impacted.
- Summit learners learn from their mistakes so that they can be thoughtfully reintegrated into the community.

2. We develop self-directed learners who have the necessary habits to reach their potential.

We believe that we are successful when our students grow academically, cognitively, socially and emotionally. Through intentionally designing our program to develop 16 key Habits of Success, we develop Summit learners who have the skills, habits, and knowledge to reach their potential. Some of the ways these habits support student learning are:

- Students draw on self direction to get from where they are now to where they want to go in a multitude of contexts. Through cycles of strong goal setting, planning, learning, and reflecting, students stay invested in their learning, persist through challenges, and access supports when they need them.

- Students draw on curiosity to guide their long-term goal-setting as well as their real-time responses to setbacks and new experiences. By building curiosity, students build a willingness to continue learning and growing over the course of their lives, and they seek out resources to help them do so.

- Students draw on civic identity to situate their goals and behaviors in the context of the communities to which they belong and to which they want to contribute. A strong civic identity helps students take self direction and curiosity and apply them (and the building blocks that underlie them) to improve the world.

Summit supports all students in reflecting on their current strengths and weaknesses with Habits of Success in order to set growth goals. For students who need more support, Summit prioritizes the most critical building blocks and creates intervention plans.

3. We create a focused, joyful and community-centered learning environment.

We believe that, for students to achieve their rigorous goals, classrooms must be focused and joyful learning communities where teachers work with their students to establish and teach clear routines and procedures that allow for time and energy to be spent on the academic work.

- Summit learners understand the value of norms, routines and expectations and work 100% of the time to respect their own learning environment and that of their teachers and peers.
- Through practice, Summit learners internalize these routines and execute them without teacher direction.
- When expectations are not met, Summit learners and teachers intervene and hold the community accountable to meeting the learning environment expectations.

4. *We build secure attachments within our close-knit, connected community.*

We believe that one of the most important values we have at Summit is that every student has the chance to build and practice maintaining secure attachments with other students and teachers.

- Each Summit learner has a regular, one-to-one check-in with his/her mentor. During this check-in, the mentor engages with the student by strengthening their relationship and coaching him/her through the self-directed learning cycle. The student reflects on the previous week, sets goals for the following week, discusses how these short-term goals align with his/her long-term goals, and makes a specific plan for how s/he will achieve the short-term goal.
- In Mentor Time, Summit learners have a safe place to express themselves to their fellow community group members and to their mentor.
- During Mentor Time, Summit Learners engage in activities and discussions focusing on Community and Academic Belonging, Diversity and Equity, Stories of Self, Core Characteristics, Conflict Resolution, College Readiness, and Habits of Success.

5. We provide support for all students to become self-directed learners with a strong sense of curiosity and civic identity.

At Summit, we believe all students can succeed. When a student is struggling to succeed in our program, we use a clear intervention system, with the student and family, to diagnose their needs and develop a support plan.

- Summit leaders and teachers collaborate with Summit learners and families in better understanding additional needs of the learner.
- Summit learners who have additional needs will have access to academic, behavioral and mental health services as needed.

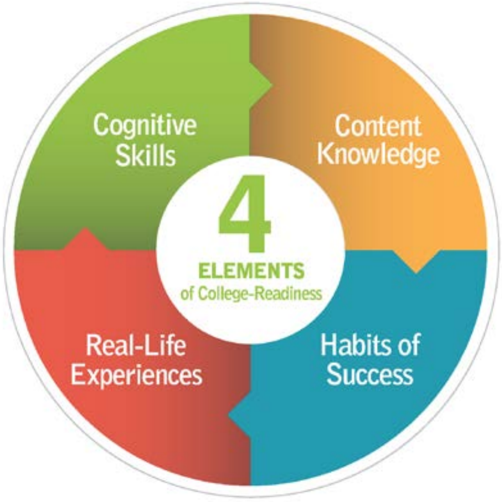
6. We create a foundation of equity in our diverse community.

We believe that we all learn more when we are active participants in a multicultural and diverse community that expects and supports the success of all.

- Summit learning environments purposefully reflect the full diversity of the community in which we are located.
- Summit learners and teachers value multiple experiences, backgrounds, and perspectives and work to implement community norms and practices both in and outside of the classroom that promote respect, understanding, and inclusion of our diverse community members and perspectives at our schools.

College Readiness and Contributing to Society at Summit K2

To achieve our mission of preparing a diverse student population for success in college and to be thoughtful, contributing members of society, students engage with four elements of college readiness: cognitive skills, content knowledge, habits of success, and real-life experiences. Leading educational research, including the work of Dr. David Conley and the Educational Policy Improvement Center (EPIC), indicates that these four elements provide students the foundation they need to be successful in and graduate from a best-fit college. At Summit K2, students engage with these elements in a personalized way, leading to deeper, more authentic learning.



Cognitive Skills

Cognitive skills are the higher-order thinking skills that students need to solve complex problems in and beyond college. They are skills like *Asking Questions* and *Interpreting Data and Information.* The 36 cognitive skills, which are listed in the appendix, are relevant throughout a lifetime of learning. They enable students to be successful in pursuing college academics, excelling in their choice of career, and tackling the known and unknown societal challenges that will face their generation.

Cognitive skills are taught, practiced, and assessed through project-based learning. Courses at Summit K2 are built around authentic, real-world projects where students solve complex problems, often in collaboration with their classmates. Teachers facilitate these projects and provide feedback to help students continually improve their cognitive skills.

Because these skills are truly interdisciplinary and also continue to develop over time, Summit defines and assesses cognitive skills based on one common rubric across all grade levels and subject areas. We use this common tool, which we developed with top researchers at Stanford University and elsewhere, so that students can see the connections between their classes and track their growth in these skills across all years at Summit K2.

For more information about cognitive skills, refer to the “Project Time” section, in which the student classroom experience is described in more detail, and the “Grading Policy” section, in which assessment and grading are described in more detail.

Content Knowledge

Content knowledge is the set of facts and information that is fundamental to understanding the world around us. Students learn content in different ways and at different speeds. At Summit K2, students have access to a wide variety of resources to help them learn relevant content. Summit teachers curate these resources and organize them into online playlists that introduce each topic and link to videos, slideshows, websites, readings, and practice worksheets. Students engage with these resources and choose the best ones to help them learn both at school and at home.

Content is assessed through online, on-demand, multiple-choice content assessments. When a student believes s/he has mastered a topic, s/he can request to take a content assessment as long as s/he is in an appropriate testing environment. The assessment is graded instantly by the computer. Students decide which content they study, whether to try again if they haven’t passed it, and whether to attempt different content assessments.

For more information about content, read the “Personalized Learning Time (PLT)” section to understand what this looks like in a Summit classroom and “Grading Policy” section to understand how these assessments count towards a grade.

Habits of Success:

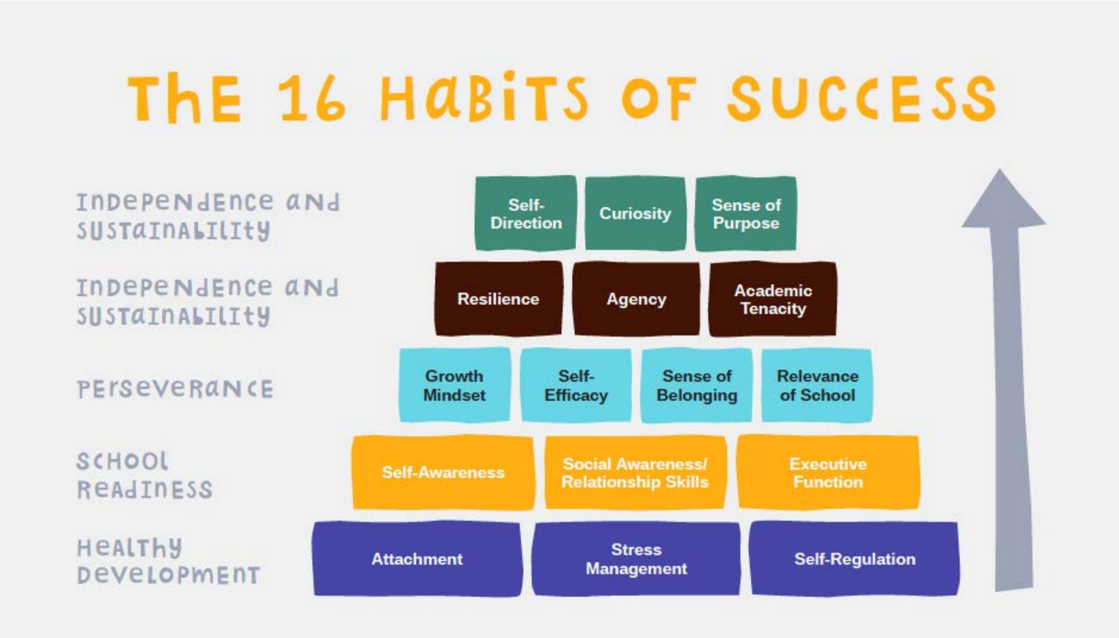
Habits of Success are the social and emotional skills that enable students to be successful at both academic and non-academic pursuits. The field of social-emotional learning (SEL) is awash in terminology to describe factors required for successful learning, outside of traditional academic skills and Content Knowledge.

After a careful review of existing frameworks, Summit has adopted the Building Blocks for Learning framework developed by Dr. Brooke Stafford-Brizard on behalf of Turnaround for Children (2016). The Building Blocks framework integrates decades of the most promising research on social-emotional learning in an aligned and comprehensive manner.

Habits of Success include the development of skills in five categories:

1. Healthy Development (Attachment, Stress Management, Self-Regulation);
2. School Readiness (Self-Awareness, Social Awareness/Relationship Skills, Executive
3. Functions);
4. Mindsets for Self and School (Growth Mindset, Self-Efficacy, Sense of Belonging,
5. Relevance of School);
6. Perseverance (Resilience, Agency, Academic Tenacity); and
7. Independence and Sustainability (Self-Direction, Curiosity, Sense of Purpose).

We believe that students develop Habits of Success within the communal, relational context of a classroom. While other frameworks focus more heavily on the interaction between a student and his or her individual academic trajectory, our framework situates learning “within the social context of a classroom through a set of key relationships a student develops with teachers, peers, and other adults” (Stafford-Brizard, 2016). The Habits of Success framework was designed with an understanding that foundational skills are prerequisites for higher-order skills; skill development happens on a developmental pathway that integrates cognitive, social, and emotional skills.



Habits of Success are addressed daily in all classes at Summit and are especially focused on students’ experience in their interactions with their mentors (during 1:1 check-ins and in mentor groups). Project Time, Personalized Learning Time (PLT), Expeditions, and other parts of the day provide students opportunities to practice applying Habits of Success and to get feedback to become stronger in them.

Given the personal nature of a student’s habits, Habits of Success are assessed by the students themselves and their mentor, who supports students in reaching their goals. Throughout the year, the student and mentor collaborate to decide what habits they are building, with a special focus on motivational mindsets (growth mindset, sense of belonging, relevance of school) and strategies for self-directed success (self regulation, self direction). Students also self-assess on belonging and attachment through surveys three times per year, and they get information about their self-direction habits through many forms of feedback about their self-directed work at Summit.

For more information about Habits of Success, see the "Mentor Time" section to understand what this looks like in a classroom, or "One-to-one Check Ins"" to understand more about the mentor check-ins.

Experiences

Real-world experiences help students connect what they learn in classrooms -- skills, knowledge, and behaviors -- to potential passions, career paths, and perspectives besides their own. We provide students real-life experiences through our Expeditions elective courses, academic projects based on real-life scenarios, off-campus trips, and extracurricular activities. After they graduate from Summit K2, students will apply their knowledge and skills to new contexts in college, career, and life, and to challenges outside the well-defined parameters of their class projects. Providing real-world experiences prepares students for different environments in the future and helps them understand themselves. For more information about real-life experiences, see the sections entitled "Expeditions" and "Athletics and Extracurricular Activities."

The Summit Learning Platform (SLP)

The Summit Learning Platform (SLP) is a dynamic online dashboard for students to set goals, track their progress, and direct their own learning by accessing the resources that make up the Summit curriculum. It is the platform used at Summit K2 every day by students, teachers, and families. The SLP has always been a part of Summit. When the first Summit campus opened in 2003, the Summit Learning Plan was a 2-page document created by the student, mentor, and family that recorded the student's long and short-term goals as well as their strengths, needs, and weekly schedule. As Summit grew, we partnered with Facebook to create the more detailed tool that we use today. Combining Facebook's engineering capabilities with Summit values and principles resulted in a tool that thoughtfully organizes the experience of Summit students, families, and faculty.

In addition to being a tool for students to direct their own learning, the SLP is the primary way we communicate a student's academic progress with their family. When a parent logs in to the SLP using their own account, they see the same information that students, mentors, and teachers see. Parents can view detailed information about their child's projects and content assessments as well as up-to-date information about their overall grades.

For more information about how parents can use the SLP to support their student's academic success, see the section titled "Family and School Academic Partnerships." For more information about grades, see the section titled "Grading Policy."

The Summit K2 Team

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Roles and Responsibilities

As a team, the Summit K2 faculty collaborates to build school culture and the supports needed to meet our goals. The following gives an overview of the roles and responsibilities of the various members of the faculty that support all Summit students and families.

Operations Manager:

The Operations Manager oversees the front office and supports the Executive and Deans to ensure the school is running smoothly every day. The Operations Manager is responsible for managing attendance and the meals program, assisting with monitoring student behavior, helping with student recruitment and enrollment, managing student records, ensuring site safety, and supporting with testing and the college readiness process.

Office Assistant:

The Office Assistant greets students, families, and other campus visitors at the front desk and creates a warm, welcoming, and organized environment. In addition to answering phones and emails and responding to inquiries, the Office Assistant helps with attendance and meal service. The Office Assistant is also responsible for sending and receiving mail, distributing school supplies, and making sure office equipment is in working order.

Food Server:

The Food Server prepares and serves breakfast and lunch, ensuring that students have healthy and delicious meals every day, while keeping the school kitchen safe and clean.

Education Specialist:

The Education Specialist is responsible for providing specialized instruction in the Learning Center as well as developing and implementing Individualized Education Plans (IEPs) for a caseload of students. Education Specialists plan and implement targeted and effective instruction designed to address IEP goals. They track student progress and build instructional plans. The Learning Center is offered in place of Personalized Learning Time for students with IEPs and, therefore, the Education Specialists support students in developing habits of success and mastering content objectives. Education Specialists ensure students receive the supports, accommodations, and/or modifications outlined in each student’s IEP. They consult with general education teachers to adjust core curriculum, instruction, and assessment to meet the unique learning needs and styles of a caseload of students. To identify these needs, Education Specialists collaborate with teachers, mentors, related service providers, and parents to collect information and monitor student progress. With this information they lead the IEP development of each student they support including the coordination and facilitation of IEP meetings.

Project Teacher:

Project Teachers teach students during Project Time. They develop unit plans and lessons to support students in completing projects and building cognitive skills. During Project Time, they ensure that all students are engaged as productive members of the class. Project Teachers are also responsible for giving students feedback on their work before a project is due and after the final product is submitted. They report grades on each cognitive skill. During instruction, Project Teachers use a variety of strategies to support and motivate students including preparing student-directed activities, whole-group instruction, small-group interventions, and individual conferences. Project Teachers use their knowledge of each student, of the projects they are teaching, and of the content and skills embedded in the projects to choose the right strategy for all students.

Mentor:

Project Teachers, Education Specialists and Electives teachers serve as a Mentor for a group of students in a specific grade. Their role is to be an advocate for each member of their mentor group. They are the primary contact for families whenever they have questions about their child’s progress or concerns about the support they are getting. The Mentor typically meets with every student in their group on a weekly basis. During these weekly meetings, the Mentor helps students reflect on past progress, set goals for the future, and work through any obstacles that may get in the way of the student reaching their goals. The final responsibility of the Mentor is to build Habits of Success in all students during 1:1 check-ins and during whole group community structures. Please refer to the "Habits of Success" section to learn more.

School Directors:
As the school leaders, the School Directors lead the vision and culture for the school. These roles support students in building secure attachments, achieving academic success, and college readiness. Directors support high performing faculty with instructional leadership, professional development, and active coaching. The Directors ensure that the vision of the school is carried out through effective academic programs that meet the mission of college readiness and strong community.

Dean of Instruction and Culture
The Dean of Instruction and Culture works to develop faculty in implementing Summit Learning in their classroom teaching through regular instructional coaching and maintains, and executes student discipline on campus. The Dean will also implement programs and initiatives on campus to positively impact school culture through relationship building and effective restorative practices.

Schedule and Expectations

Achieving Summit's mission and vision requires hard work and collaboration every day. We design student schedules to provide each community member the opportunity and support they need to work towards their goals. This section details the values and principles that drive each moment of the day as well as the expectations for all participants. We believe that it is an essential part of forming secure relationships and setting up every community member for success to clearly articulate what is expected of students and why we expect that of them. Building the culture that we want to have at Summit K2 starts with laying out what our expectations mean and how they tie together.

In order to maximize each component of the academic model, we have established expectations that allow our community to achieve the principles outlined here. These expectations are outlined below. Teachers will have more specific expectations for their classes that they will share with their students at the beginning of the academic year.

Expectations to Maintain a Safe Community

We build and maintain peace and safety in our community.

Expectations:

- We know where every member of the community is at all times.
    - Students arrive to school early and are seated in their first period class on time.
    - Students follow their assigned schedule at all times. They show up early to arrive on time.
        - Students take responsibility for knowing where they are supposed to be at all times.
        - If students have questions about their schedules, they ask for help at the front desk proactively in a way that avoids missing class time.
        - If students must leave their assigned location, they ask for and wait for permission from the faculty member in charge of supervising them.
    - While on campus, students stay in supervised, allowed locations.
    - Students stay on campus until they are dismissed at the end of the day.
    - On their way to and from school, students make sure their parents know where they are at all times.
- We respect the physical boundaries of others.
    - Students engage in respectful, school-appropriate physical contact (handshakes, high-fives, etc).
    - Students ask for and wait for permission before touching the personal property of others.

We create a foundation of equity and build strong relationships in our diverse community.

Expectations:

- We build understanding and empathy among all members of the community.
    - Students interact with a diverse set of peers.
    - Students ask appropriate questions that deepen knowledge of others' backgrounds and interests.
    - Students seek to understand the perspectives of others.

  - Students think about how their actions will affect others before they act.
- We respect the differences of others.
  - Students use respectful and school-appropriate language.
- We support each other and leave no Dragon behind.
  - Students go out of their way to be kind to others.
  - Students actively look to see if a peer is struggling and help them however they can.
  - Students alert a faculty member if someone needs more intensive help.

Expectations to Engage in Learning

We create a focused, joyful, and community-centered learning environment.
Expectations:

- Students arrive prepared with the appropriate materials and ready to learn.
- Students follow the directions of the teacher or the adult leading the class promptly and respectfully.
- Students internalize classroom routines and expectations and follow these routines with miminal teacher support.
- Students maintain a productive working environment and follow norms for volume and collaboration.
- Students stay on task, working their best towards their goals and encourage their peers to do so as well.
- Students use technology appropriately and responsibly for academic purposes.
- Students avoid or ignore distractions.
- Students see the classroom as a safe haven from which they can take interpersonal and academic risks knowing that there is a community of supporters who will provide comfort and feedback. Learning is inherently a communal experience, and our classrooms are places where we create a community of learners.
  - Students express words of encouragement to their classmates.
  - When peers are struggling, students help them with their question by attempting to answer or helping find resources or support (when appropriate).

We develop self-directed learners who have the necessary habits to reach their potential.
Expectations:

- Students actively use the SLP tool to guide their personalized learning.
- Students set and are aware of appropriate short-term goals. They can explain the purpose of the task they are working on and how it contributes to their personal long-term goals.
- Students seek help. If they have tried to answer a question themselves and are still stuck, they follow the norms of the class and ask for help from peers, the teacher, or other resources as appropriate.
- Students reflect on their progress and adjust their goals, plans, and learning strategies when necessary.

Calendar and Bell Schedule

A yearly school calendar can be found in the appendix below. Summit K2 also publishes an up-to-date events calendar on our website at http://k2.summitps.org/ For more information about how to learn about important dates and events, see the section titled "Communications."

Every moment of the day at K2 is designed to help us meet our mission and build the school community. There are distinct bell schedules over the course of the year for MS and HS. Each of the elements of the day is described in more detail below, including the values behind that part of the day and the expectations we have for students during that time.

Monday-Friday (MS)	
8:00 - 9:05	Block 1
9:05-9:20	Brunch
9:20-10:25	Block 2
10:30 - 11:35	Block 3

Monday-Friday (HS)	
8:20 - 9:50	Block 1
9:50 - 10:10	Brunch
10:10 - 11:40	Block 2
11:45 - 12:35	Block 3

Expeditions (HS only)	
8:15-9:45	AM Expedition
9:45-10:00	Brunch
10:00-11:00	AM Expedition
11:05-12:35	PM Expedition

12:35 - 12:15	Lunch
12:15-1:20	Block 4
2:35-3:15	Block 6
3:30 - 5:00	Office Hours (Mon and Wed)

12:35 - 1:15	Lunch
1:15 - 2:45	Block 4
2:50-3:30	Block 5
3:40 - 5:00	Office Hours (Mon and Wed)

12:35-1:10	Lunch
1:10-2:10	PM Expedition
2:15-3:25	ExPLT
3:25-5:00	Office Hours

Project Time

WHAT	Project Time is when students engage in deep learning experiences in English, Math, Science, History, and Spanish (HS) or Electives (MS). Project Time is a class that challenges students to build and apply cognitive skills by participating in collaborative activities and completing projects.
WHEN	Project Time happens during most of the blocks Monday through Friday.
WHO	A student has Project Time with a mix of other students who are mostly in their grade. Project Time classes have an average of 25 students. Project time is led by a Project Time teacher.
WHY	Cognitive skills are one of the four elements of college readiness. Students develop these skills best when they have the time to engage in rich, authentic projects while collaborating with a diverse group of peers and receiving direct support, coaching, and feedback from a project time teacher.
HOW	In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in project time are expected to do the following: ● During independent work, students attempt problems, learn difficult material, and build self-reliance skills that will be critical for student success in the future. In Project Time, students are expected to monitor their own progress, set a goal for what they will accomplish by the end of the period, and be able to explain if they are on track with their goals. ● During group work, students work in heterogenous groups. In any field, context, or job, people are expected to be able to collaborate, mediate issues, and join together to achieve joint objectives. In Project Time, students monitor their own progress and make sure that all students are actively engaged and participating. Students are also expected to keep each other on task in a respectful way and support each other whenever possible. ● During teacher led small group instruction, teachers use qualitative and quantitative data to make strategic decisions about which student may need additional teacher support with a specific skill, concept or habit. During small group experiences, students are expected to listen to and internalize the feedback given by the teacher, ask questions and work diligently through the specialized experiences the teacher has created to support the specific needs of the student. ● During whole-group learning experiences, students stay engaged and show their colleagues they are participating, which is an important part of being part of a community. In Project Time, students are expected to monitor their own progress and to listen attentively by: ○ sitting or standing facing the person speaking ○ making eye contact ○ speaking in turn ○ asking questions to probe or push the conversation ○ providing answers when necessary ● After getting feedback from the teacher or peers, students can request revisions from their teacher either in the SLP, in person, or over email. Revision opportunities provide students with another opportunity to build mastery of cognitive skills and help improve the overall quality of their work. Teachers will typically provide an authentic opportunity for students to revise and a timeline with which to complete the revisions. ● When absent, students will visit the SLP before returning to school to stay informed of work and expectations within their classes. They will email classmates or their teacher if additional

	support is needed to understand specific coursework so that they can complete all activities to the highest of their capabilities.

Personalized Learning Time (PLT)

WHAT	Personalized Learning Time (PLT) is a time for students to work towards their own individual goals by following the self-directed learning cycle of setting goals, planning their process, learning new information, showing their learning, and reflecting on the process. The primary purpose of PLT is for students to practice strategies that support this cycle. Students in PLT engage with online playlists, selecting and processing resources to help them learn the objectives of each focus area. When they are doing PLT in school, students use this time to request content assessments and demonstrate their content mastery in a testing environment supervised by a faculty member.
WHEN	Students have PLT in 45, 65, or 90 minute blocks during the week. Students are expected to engage in PLT outside of school hours. Students are expected to spend about of 6-10 hours per week on schoolwork outside of official school hours. Generally, this averages to 1-2 hours per night, unless students are on track with their content assessments. Toward the end of high school, the hours may increase given the demands of the college application process.
WHO	Middle School students have PLT with their Project Time teacher once a week On Monday and Friday, all students have PLT with their Mentor and mentor group. Outside of school hours, a student may engage in PLT individually or collaboratively with peers.
WHY	Content knowledge is one of the four elements of college readiness. PLT is the opportunity for students to develop their content knowledge. Because the time is personalized, students are able to accelerate or take more time and focus on learning the content that is most appropriate for them in a way that best fits their learning style. PLT also provides students with an authentic opportunity to practice self-directed learning and prepares them for success in a best-fit college and a future in which they design a personalized path toward their goals. Using extended opportunities to plan one's time facilitates the development of habits that can be used in various contexts throughout life.
HOW	In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in PLT are expected to do each of the following: ● Students work toward the week-long goals they set with their mentor during their check-in. ● Students use specific learning strategies and produce evidence of learning (notes, etc). ● Students follow the appropriate procedure to request and take content assessments (CAs). ○ Students taking CAs are silent. ○ Students taking CAs do not communicate with anyone. ○ Students taking CAs do not use resources beyond what is allowed. ● Outside of school, students respect the take-home computer program.

Mentor Time

WHAT	A student's mentor group serves as a home base for students throughout their time at Summit. It's a safe place for them to express themselves to their fellow community group members and to their mentor. During Mentor Time, students engage in activities and discussions focusing on Community and Academic Belonging, College Readiness, and Habits of Success. One specific component of Mentor Time is Habits, Culture, and Community work. In HCC time, students engage in projects, discussions, and activities to develop their habits of success, build a positive school culture, and strengthen the Summit K2 community.

WHEN	Mentor groups spend a minimum of 90 minutes per week working on HCC projects, discussions and activities.
WHO	HCC takes place in Mentor groups and is led by the Mentor.
WHY	Habits of Success are one of the four elements of college readiness. HCC is a consistent place for students to reflect on and practice their habits in a way that will ensure that they are consistently growing and becoming the strongest students they can be before they transition to college. We also believe that to create a culture where all students feel safe and are actively engaged, we must intentionally create experiences where students understand each other and learn to respect differences. HCC is a time to strengthen those community bonds and build a culture in which every student feels welcomed and known.
HOW	In HCC students are expected to meet our expectations to maintain a safe community and our expectations to engage in learning that are described above.

Interventions: Summit Reads and Summit Solves

WHAT	Summit Reads (SR) and Summit Solves (SS) are dedicated times for students to strengthen their reading and numeracy skills. Based on assessment data, students are placed in different tiers of support to personalize their experience and provide the appropriate level of intervention. Summit Reads and Summit Solves are targeted remediation for students who need it and time for extension for students already on or above grade level. During Summit Reads, students read articles or practice specific literacy skills. Depending on their reading level, students may use a program like Newsela or Reading Plus. While students are reading, Teachers check in with students, read alongside them, and ask questions. The online programs provide Teachers with data that they use to monitor student progress, target specific instruction, and differentiate reading materials to meet student need. During Summit Solves, students work with targeted math curricula based on their skill level. Teachers provide each student the right level of support. While students are working on the targeted curriculum teachers coach them on relevant learning strategies. Instruction is often supplemented with small group learning or other instructional strategies designed to give students quick, targeted feedback. Depending on their level, students may use a program designed for targeted math remediation or acceleration such as Khan Academy or ST Math.
WHEN	Students who are behind have at least 90 minutes of Summit Reads and 90 minutes of Summit Solves per week. For students who need extra support in only math or reading and for students who are ahead, these interventions may be scheduled more flexibly to meet the needs of the student.
WHO	A student has Summit Reads and Summit Solves with a group of students who are at a similar reading or math level. Students who need more support have smaller sections with fewer students. Summit Reads and Summit Solves are led by Project Teachers and Learning Specialists.
WHY	Reading is at the heart of learning and required to participate fully in our society. Reading is also the primary way we learn new information. Students who enter Summit reading below grade level must make accelerated progress because college readiness hinges on the ability to read strongly. Students who enter Summit reading at or above grade level practice their skills in order to stay on-track for college readiness. Mathematical abilities and problem solving skills are similarly critical to college success. Math is a language. Practice improves skills for students who are behind grade level in numeracy skills and for those who are already performing at a college-ready level. Summit Reads and Solves are designed to support students' achievement on external assessments that are important for college entrance. Common Core state tests (SBAC), Advanced Placement exams (AP), and SAT/ACT are all assessments that require fluid reading, strong reading

	comprehension, vocabulary, number fluency, and mathematical content knowledge and conceptual understanding.
HOW	In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in SR/SS must meet the following expectations. ● Students read (in Summit Reads) or practice math (in Summit Solves) at all times. ● Students track individual progress and achievement on their literacy/numeracy growth. ○ Students give their best effort on assessments three times per year to accurately show how they have grown in literacy and numeracy. For example, the MAP tests (Measures of Academic Progress) are nationally norm-referenced assessments that help us track student growth on literacy and numeracy at different points of the year.

One-to-one Mentor Check-ins

WHAT	Every student has a regular, one-to-one check-in with his/her mentor. During this check-in, the mentor engages with the student by strengthening their relationship and coaching him/her through the self-directed learning cycle. The student reflects on the previous week, sets goals for the following week, discusses how these short-term goals align with his/her long-term goals, and makes a specific plan for how s/he will achieve the short-term goal.
WHEN	One-to-one check-ins happen during Mentor PLT on Mondays and/or Fridays. For the most part, each student will have 10 minutes with their mentor on this day. Each mentor will schedule the student's check-in over the course of the day as appropriate, and may adjust the frequency or duration of the check-in if needed.
WHO	The check-in is between the student and his/her mentor.
WHY	One of the most important values that we have at Summit is that every student has the chance to build and practice maintaining secure attachments with other students and teachers. Our goal is that through these relationships students will build habits of success which are vital to success in college and career and students will have the support that they need to be academically and emotionally healthy.
HOW	In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in mentor check-ins are expected to do each of the following: ● Students prepare for 1:1 check-ins by reflecting on their goals from the previous week and their progress towards them. ● Students and mentors create a meeting plan and common format for their check-ins. ● Students communicate what successes and struggles they faced and articulate the support they need. ● Students keep track of their action steps and goals from mentor conversations and use the "This Week" and "Progress" tabs in the SLP to track actions steps. ● Students articulate anything standing in the way of them being their best selves.

High School Expeditions

WHAT	Expeditions describes the immersive, elective experiences in which Summit students participate. Expeditions courses allow students to explore their passions and discover ways in which they can apply knowledge, skills and habits of success to real-world problems. To learn more about the Expeditions courses offered at Summit K2 and the process for selecting them, please see the section below under Course Selection and the Summit K2 Course Catalog.
WHEN	Expeditions courses happen each year in four intervals of two-weeks each. The School Calendar

	reflects when Expeditions takes place.
WHO	A student takes Expeditions courses with peers at their school who have chosen the same course. Expeditions classes are led by Expeditions teachers.
WHY	Real-life experiences are one of the four elements of college readiness. According to research done at Carnegie Mellon University, students who are connected to a personal passion graduate with clarity about the direction for their future. This clarity facilitates students making informed choices about their “best fit” colleges based on an understanding of the course of study for possible careers and lifelong interests. Students who have had these Expeditions experiences begin college with career goals in mind connected to their passion. They can immediately apply their decision-making and self-direction skills to set and achieve goals that are connected to working towards that career. Finally, students who are connected to their passion will be more likely to lead meaningful and happy lives both inside and outside the classroom.
HOW	In Expeditions classes, students are expected to meet our expectations to maintain a safe community and our expectations to engage in learning

Middle School Electives

WHAT	In 2018-2019, Middle School (MS) students will be engaging in Electives, rather than Expeditions. Like Expeditions, Electives are designed to help students “refill their tanks,” discover non-academic talents, practice the Habits of Success and find joy in school. We achieve these objectives by exposing students to a variety of topics and classroom activities taught by teachers for whom the subject is their passion. The focus of the courses at the MS level is to get students engaging with each other and themselves in ways different from how they engage during the regular school year. Successful Electives courses should ignite student passions and put students who are not always immediately successful in an academic environment into leadership or mentorship positions within their community. MS Elective courses can be offered within four clusters: Health and Wellness, Arts and Performance, Science, Technology, Engineering, and Mathematics (STEM), and Leadership and Social Change. Each teacher teaches two courses. The Electives offered this year at Summit K2 are Drama and Music. All students will take each elective course for one semester.
WHEN	MS Elective courses happen for 65 minutes, 3 days a week during the normal school day. While High School (HS) Expeditions are designed to be delivered in intensive two-week long segments with longer class periods to provide students the chance to take field trips, engage in service learning, and practice an activity deeply, MS Electives are integrated into the weekly schedule in 65 minute blocks (or more depending on school schedule) to make the experience less disruptive for MS students. HS students take two classes all year, while MS students take one class for the first half of the year and one for the second half.
WHO	All MS students take Electives courses with peers at their school either in their same grade level. Electives classes are led by Electives teachers who are full-time, site-based faculty members. Electives teachers also serve as Middle School mentors.
WHY	Real-life experiences are one of the four elements of college readiness. According to research done at Carnegie Mellon University, students who are connected to a personal passion graduate with clarity

	about the direction for their future. This clarity facilitates students making informed choices about their "best fit" colleges based on an understanding of the course of study for possible careers and lifelong interests. Students who have had these Electives experiences in middle school will be better prepared to make informed decisions about their high school Expeditions courses and eventually will begin college with career goals in mind connected to their passions. They can immediately apply their decision-making and self-direction skills to set and achieve goals that are connected to working towards that career. Finally, students who are connected to their passion will be more likely to lead meaningful and happy lives both inside and outside the classroom.
HOW	In Electives classes, students are expected to meet our expectations to maintain a safe community and our expectations to engage in learning

Learning Center

WHAT	Learning Center (LC) is a time to provide special education services as required to meet a student's Individualized Education Plan (IEP). It is a structured learning environment available to support the students' academic, social, emotional, and behavioral needs.
WHEN	The frequency and duration of Learning Center is defined by a student's IEP. To minimize the disruption of carving out time to provide special education services, Learning Center replaces some of the student's PLT.
WHO	Students are grouped with a small number of peers. The class is led by an Education Specialist.
WHY	Specialized support can be best provided in a small setting with a teacher who is trained to help them on their IEP goals.
HOW	In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in Learning Center must engage in teacher-directed learning experiences designed to address their unique IEP goals.

Office Hours

WHAT	Office Hours is a chance for students to have a productive place to work on content and/or cognitive skills with extra, customized support from their teacher.
WHEN	Office Hours occur Monday and Wednesday from 3:30 to 5:00pm. Each teacher has Office Hours one day per week. For information about which Office Hours are on which days, please visit our website at http://k2.summitps.org/
WHO	Office Hours are open to any student who wants to attend. Office Hours are led by teachers.
WHY	As students are making personalized plans to meet their academic goals, they often need help to overcome a challenge, to get support with a difficult task, or to engage in additional work to push them even farther. By creating extra time to engage with teachers, the structure of Office Hours ensures that students have access to their teachers for support and also build the college-ready habit of appropriately and proactively seeking help.
HOW	In addition to meeting our expectations to maintain a safe community and our expectations to engage in learning that are described above, students in Office Hours must meet the following expectations: ● Students check in directly with the teacher using the appropriate process. ● Students manage their time to attend multiple Office Hours as necessary. ● Students come prepared with a clear idea of the questions they have or the support they need.

Athletics and Extracurricular Activities

WHAT	Athletics and Extracurricular Activities are opportunities for students to pursue additional passions, engage in real-world experiences, and deepen relationships.

WHEN	Athletics and Extracurricular Activities happen before, during and after the typical school day. Each club and team has its own schedule, and these schedules are usually published at the beginning of the academic year or the beginning of the sport season.
WHO	Athletics and Extracurricular Activities are open to all students who are in good academic standing. At Summit K2, participation in Athletics and Extracurricular Activities requires that a student be currently on track in all of their courses. Students who do not meet this requirement may receive permission to participate from their mentor and/or the Executive or Assistant Director, on a case by case basis. To participate in athletics, a student also needs to turn in a completed and signed athletics packet, which includes verification of a sports physical.
WHY	We promote opportunities for students to deepen their community connections by engaging with their peers in various activities including clubs and athletic teams. At Summit K2 we offer various clubs and athletic opportunities and a clear process for students to start clubs based on their interests if they do not already exist.
HOW	● Students connect with other students and build relationships. ○ Student clubs have the opportunity to meet, are open to all students who are interested, and are purposeful and planned. ● Student sports have the opportunity to meet or practice. ○ Fields, space, etc. have been arranged prior to practice or meetings through the Athletics Director. ○ Students come prepared with the appropriate materials as explained by their coaches. ○ Students leave practice on time so that they are on time to their first period. ○ Students bring their own food to school if they need it before class begins. ● All students have all appropriate paperwork filled out, including medical documentation for athletics. ● All student expectations are in place at practice and on trips as they are during courses on campus.

Unstructured Times - Arrival, Brunch, Lunch, Dismissal, Afternoons, and Transitions

WHAT	Students make their way through and around the school each day as they arrive, transition among classes, eat, stay for after school activities, travel to Expeditions courses, and prepare to head home.
WHEN	At Summit K2 we expect students to manage themselves and each other at all transitions throughout the day and during unstructured times before and after school.
WHO	The full Summit K2 community engages in unstructured times throughout the day.
WHY	At Summit, providing structured times and ways for students to build meaningful relationships with the people around them and build community is a foundational part of the student experience. We also know that much of those relationships are built in organic and unstructured ways when students are able to have fun together, work towards similar goals, and bond over similar interests. Unstructured times are opportunities for students to build and maintain strong connections with each other.
HOW	**Students are safe.** ● Students stay on campus once they have arrived until they are dismissed from school. ○ Students come directly on campus from home regardless of the mode of transportation. ○ Students may be in any open space on the campus that is easily visible from any of the classrooms. ○ Students may be in any classroom where a teacher is present. ○ If driven, students stay on campus until their ride is here to pick them up. ○ If taking public transportation, students walk to transportation hubs, and if possible, in groups to promote safety.

	○ If riding a bike, skateboard, or rollerblades, then students must walk off the campus before beginning to ride home. ● In between classes, students walk directly to their next destination without detours or significant delays. ○ When moving in the halls of the school, students are walking and are speaking at a conversational volume level. ○ When students are in common areas outside of scheduled passing or break periods, they will receive verbal reminders to arrive to their next class quickly and safely. Students are expected to go directly to their next class. ○ Students may only be in rooms where a teacher is present. **All students' basic needs are being met.** ● Summit K2 offers breakfast and lunch every day of school. Students can charge for school meals. Payment is made before or after the day of service. ○ Our meal charge policy can be found in the appendices. Summit K2 has more information on our website about the meals program. Families can also contact the school's front desk to learn more about the meals program and payment options.

Family Partnership

Vision

Parents and faculty are partners in helping our students achieve their educational goals as well as enhance the success of our school. We strive to create a community in which parents are inspired and equipped with the knowledge and skills to support the success of their children, our community, and our school. Our school provides opportunities for parents to learn about our school, their child's experience and academic progress, and ways to support their child's academic success at home. We also provide opportunities for parents to share feedback, contribute to the school community, strengthen relationships among families and faculty, and help improve our school.

Communications

An essential ingredient to building a partnership between parents and the school is proactive, transparent, clear, and direct two-way communications. We believe it is important that families can easily reach our faculty, and that we inform families about their child's school experience and performance, as well as our school's activities and community. This allows for everyone to work together to support our students and school.

Who Families Should Contact and How

We believe communication is facilitated by clarity and timeliness. We take your communications seriously, and we respond to concerns and questions as quickly as possible. We also expect that we will be able to reach out to families and receive a similarly quick and direct response.

If you have a question, concern, or feedback about...	You should contact...	By...
● General inquiries ● Student attendance ● Parent communications	Ms. Boone or Ms. Escobar, Office Assistants	Calling (510) 374-4093 (MS) or (510) 374-4408 (HS) emailing sboone@summitps.org or descobar@summitps.org, or coming to school between the hours of 8:00-4:15 (MS) or 8:15-4:45 (HS)
● Meal program or meal balances ● Student enrollment ● Transcripts and registrar ● Parent volunteering	Nayeli Hernandez, Operations Manager	Calling (510) 374-4408 or emailing nhernandez@summitps.org.

● Performance in academic classes ● Student health, behavior, wellbeing ● Parent SLP	Your child's mentor	Email. See the section above for email addresses.
● Questions about course content	Your child's teacher	Email. See the section above for email addresses.
● Individual Education Plan (IEP)	Your child's Education Specialist	Email. See the section above for email addresses.
● 504 Accommodation Plan	Shilpa Duvoor, Executive Director	Calling (510) 374-4408 or emailing sduvoor@summitps.org.
● Referrals for Special Education or 504 Accommodations Plan	Shilpa Duvoor, Executive Director	Calling (510) 374-4408 or emailing sduvoor@summitps.org.
● Sports games and practices	Keith Seales Athletic Director	Calling (510) 374-4093 or emailing kseales@summitps.org
● Eligibility for sports teams	Keith Seales Athletic Director	Calling (510) 374-4093 or emailing kseales@summitps.org
● College application process	Shilpa Duvoor, Executive Director or Dr. Elysse Versher, Dean of Culture and Instruction	Calling (510) 374-4408 or emailing eversher@summitps.org
● Overall student or parent experience ● School culture and community ● Academic model ● Disciplinary situations ● Faculty members ● Fundraising and donations	Shilpa Duvoor, Executive Director Dr. Elysse Versher, Dean of Culture and Instruction in the High School Christian Cabrera or Miranda Thorman, Dean of Culture and Instruction in the Middle School	Calling (510) 374-4093 (MS) or (510) 374-4408 (HS) See the section above for email addresses.
● Summit Public Schools organization-wide practices and policies ● School Leaders	Abigail Cedano, Sr. Director of Schools Caitlyn Herman, Sr. Director of Schools Sean McClung, Sr. Director of Schools	acedano@summitps.org cherman@summitps.org smcclung@summitps.org

How Our School Will Communicate to Families

We want to ensure families have multiple touch points to stay informed about their child and our school and to feel connected to our community. To communicate to families both about their child and our school, we will provide or send information to families through multiple communication channels.

Communication Channel	Provides information on….	Who Receives Information
Parent SLP	• Student courses and course materials • Student grades & progress • Student goals and tasks • Student reflection	All guardians will receive a parent login at the beginning of the year.
School email newsletter	• School events & activities • Updates on student schedule and school experience • School, student, faculty, and parent news and celebrations • Student, faculty, and parent spotlights • Parent volunteering & donations • Parent resources	All guardian email addresses are automatically subscribed and receive this newsletter at least every other week.
Summit-wide school newsletter (Summit Insider)	• Summit-wide news & celebrations • Summit academic model and student experience • Tips and resources for parents and students	All guardian email addresses are automatically subscribed.
School website http://k2.summitps.org	• Our faculty • School calendar • Althletics & clubs • Parent volunteering & donations • Parent resources	Accessible to the public.
Daily automated phone calls (and text messages), if applicable	• Unexcused absences • Unexcused tardies	All guardian phone numbers are automatically subscribed. To receive automated text messages, text the word "Join" to 56360 after school starts.
Regular automated phone calls (and text messages)	• Upcoming deadlines • Key announcements • Academic updates	All guardian phone numbers are automatically subscribed and guardians will receive a form in the spring to opt out of receiving automated phone calls for non-emergencies (excludes absences/tardies). . To receive automated text messages, text the word "Join" to 56360 after school starts.
Ad hoc postal mailings and emails	• Academic performance updates (i.e., SBAC scores, progress reports, etc.) • Important forms to complete • Summer packet of upcoming school year information and required forms	All primary guardians will receive these mailings and emails.

In case of school-wide emergencies, we will notify parents immediately via automated phone calls, automated text messages, and emails. In case of student emergencies, we will notify the primary legal guardian by phone and/or email. If the primary legal guardian is unavailable, we will contact the emergency contact listed.

Mentor and Parent Communications

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Mentors are parents' primary liaisons for information about the school and about their child. Parents and mentors have a two-way dialogue and both proactively communicate with each other about student celebrations, challenges, and concerns- both academic and behavioral.

Mentors reach out to parents via phone, email, or postal mail about their student's academic performance and behaviors at least once per quarter, usually during Expeditions. If a student is having significant academic challenges, mentors reach out more frequently. If a student has been involved in any incidents involving their or other community members' safety, either the mentor or school leader will contact the family immediately to discuss the situation and create a plan to address it by involving the student and the teachers, as necessary.

It is also important for parents to let mentors know relevant information about a student outside of school if it has an impact on their behaviors or performance at school. If families have a question, concern, or update related to a student's academic performance, they should contact their child's mentor. The mentor will respond as soon as possible and will coordinate and communicate with the student's other teachers as needed.

Subscribing and Unsubscribing to Communication Channels

Newsletters

All parent and guardian email addresses are automatically subscribed to the Summit Insider and school newsletter. If a parent or guardian does not receive either, please contact Nayeli Hernandez, Operations Manager/Delvy Escobar or Sharday Boone, Office Assistants to update the email address. To unsubscribe, please click on the "Unsubscribe" link at the bottom of the email. Unsubscribing to either our school newsletter or the Summit Insider will unsubscribe to both.

Automated Text Messages

To receive automated text messages, text the word "Join" to 56360. A confirmation text reply will be sent from our messaging system (Synrevoice) to the contact phone number listed with Summit K2. If the school does not have a cell phone number listed, the reply will read "Request not processed". If received, please contact Nayeli Hernandez, Operations Manager/Delvy Escobar or Sharday Boone, Office Assistants to provide us an updated cell number. Standard text message charges may apply. To unsubscribe, text "Stop" to 56360.

Updating Parent / Guardian Contact Information

We want to be able to contact parents and guardians to communicate about student progress and well-being, and alert them in case of an emergency. During the spring, families receive a parent/guardian contact information update form, including address, email, and phone number. Please complete and return this form before the start of school on August 15. If any of this information changes over the year, we expect families to promptly update the school by contacting If received, please contact Nayeli Hernandez, Operations Manager/Delvy Escobar or Sharday Boone, Office Assistants.

Translations

We value a diverse community, which includes families with many different ethnic and language backgrounds, and it's important for every member of our community to be informed about our school and their student. Because we have a large Spanish-speaking community at our school, all school-wide meetings and communications will be translated in Spanish. If a family's primary language is not English, a parent can request a professional interpreter for any school meetings or events. Either the parent or student can make this request to Nayeli Hernandez, Operations Manager/Delvy Escobar or Sharday Boone, Office Assistants at least 72 hours prior to a meeting. Families can also request a written translation of written materials, if one has not already been provided, to Nayeli Hernandez.

Family and School Academic Partnerships

Parents are our partners in helping our students achieve their educational goals. While we will focus on providing rich, engaging learning experiences every minute of the school day, we believe partnering with our parents leads to greater success for our students. When parents are able to help hold students accountable, reflect on their successes and challenges, and reinforce the expectations and habits students need to be successful, students are better able to achieve their academic goals. To foster that partnership, we provide opportunities for and expect parents to engage in learning about their student's experience.

Parent SLP and Supporting Academic Success at Home

To help parents support their child's academic success and college readiness at home, we equip them with knowledge about their child's academic courses and progress through the Parent SLP. The Parent SLP provides the same view as the student SLP, allowing parents real-time access to what their child is working on at school and how they are performing. With this information, we expect parents will help hold students accountable, help them reflect on their successes and challenges, and reinforce self-directed learning skills.

To help hold students accountable to their goals, parents monitor:
- Whether their child is completing Projects on time.
- Whether their child's Cognitive Skills performance is on-track.
- Whether their child's pace of passing Content Assessments is on track.

If a student would like to improve his/her grade, parents can:
- Encourage the student to complete Additional Focus Areas which are focus areas that can increase a student's grade.
- Look at the student's Cognitive Skills Average for the course in the Grades tab in the SLP. Encourage the student to revise or set higher goals for skills measured in future Projects.

If a student has an Incomplete in a course, parents can:
- Encourage the student to reach out to the teacher for that course and set up a meeting during Office Hours.
- Ensure the student studies for Content Assessments for at least two hours per day outside of normal school hours, so that they can stay on track in their Focus Areas.
- Help the student create a plan to finish any overdue Projects.

To help students reflect and reinforce learning skills, we recommend that parents:
- Ask to view their student's work products on their Projects and explain what they are, what the Project asked them to do, and what they learned in the process.
- Review the list of Cognitive Skills being measured for a project and have a conversation with their student about what they are, how they have demonstrated that skill, and how they can improve in that skill.
- Ask their student to explain their decision-making process, how they could improve/challenge themselves more, and what else could they try next time.

Parents can log in to the Parent SLP anytime at http://app.mysummitps.org with a username and password provided at the beginning of the year. Mentors, Office Assistants, and Operations Managers can support parents with the SLP.

Progress Reports

Because we want to ensure that all families have access to student performance no matter their access to technology and the internet, we will mail home progress reports twice per year, once in January and once in June. This mailing will include the most current grades at those times.

Parent Events

While we will provide communications and resources to help families learn more about their child's academic experience and progress, we know that nothing replaces in-person conversations and interactions. We will have parent events throughout the year that help families gain the knowledge and skills necessary to support student academics and college readiness.

Back-to-School Night

Because we value having a close-knit community, fostering parent and mentor relationships, and ensuring our families understanding the Summit student experience, Back-to-School Night focuses on these three goals. Families will have an opportunity to meet their child's mentor and teachers, build community with the other families in their mentor group, and learn more about the upcoming school year and student experience. It is expected that all families will participate in Back-to-School Night.

Summit Learning Plan (SLP) Family Goals Meetings (September 21, 2018 and March 15, 2019)

A key part of personalized learning is for students to be able to connect their long-term goals to their daily decisions and actions. We start the year talking with students about the personal college and long-term goals that will shape their experience at our school. Based on their reflections, each student chooses a type of college they want to attend and creates a plan of action to get into that college. During the SLP Family Goals meeting in September, students present their proposal to their families and mentor, so that both can support the student in executing on his/her plan of action and achieving his/her college goals. If a family isn't available to meet during the dates above, the student's mentor will coordinate an alternative meeting time. The second SLP meeting will take place in March and is an opportunity for the student to reflect on their progress towards the goals discussed in the fall and for the mentor and family to give feedback to the student.

Parent Education Night: Using the SLP

A key part supporting a student's academic success is for parents to log into the SLP to understand what their child is working on and how s/he is progressing. Each family will be provided their own SLP login at the start of the year. We will hold at least one SLP Training during the year for you to learn how to log in and use the SLP to support your student's academics. We will also provide additional resources for you to learn more. If you have any questions about the SLP or need your login information, please contact your student's mentor.

Parent Education Nights on College Readiness

Our mission is to prepare every student for success in a four-year college, and that includes learning how to navigate the process of applying to and getting into college. Families are crucial supports in this important process and decision, so we hold Parent Education Nights on various college readiness topics including how to find the best fit college for your child, how to navigate college entrance exams, and how to apply to and pay for college. While we encourage families to start discussing college goals in 6th grade, we provide greater support to both students and families in high school, especially in 11th and 12th grades.

Supporting School Success

We believe it takes everyone in the community (parents, students, and faculty) working together to build a successful school. Volunteering, donating, celebrating our school community, recruiting new families, and giving feedback are all ways in which Summit families support the success of Summit K2.

Parent Volunteering

One of the benefits of being a part of a small school is having a close and involved parent community. Parents are key members of our community, and we encourage their participation in supporting the school and strengthening the community. There are a variety of opportunities for parents to volunteer at the school or from home. We appreciate any contributions of time parents can make to their school. Volunteering is not a requirement, and in no way will the lack of volunteering have any negative impact on a student or family and their standing in the school. Volunteers working directly with students will be asked to go through the full background check process. Please see the Visitor Policy for more information.

For parents interested in volunteering with the school, please reach out to our Operations Manager by calling (510) 374-4408. We will attempt to match the needs of the school with the skills, talent, experience, and time of our parents.

Parent Fundraising

One of the important roles that families play is in helping our school financially support the unique experiences that make our school community so special. Every gift, regardless of size, counts and makes a difference. While we receive public, state funding to pay for our core educational experience, family fundraising also supports essential programs and experiences that make us a strong school and community. All family donations are tax-deductible. We hope that all members of our community will participate in supporting our school, at whatever level they can. Donations are not a requirement, and in no way will students ever be excluded from school activities that support the academic program because of lack of funds or contributions. Requests from the school for parents to support various programs such as study / camping trips, testing, extracurricular athletics, and other school sponsored activities are always donation requests. As such, these donations are non-refundable in the event of non-participation.

Community-Building

As a member of a small, diverse school, families have the benefit of being part of a close-knit community and learning from people with various backgrounds and life experiences. To foster building relationships among families and faculty, our school hosts social activities throughout the year so that parents, students, and faculty can meet each other, build closer relationships, and learn from our rich community.

Parent Feedback

Honest, actionable, and timely feedback is a core tenet of Summit Public Schools. Student, faculty, and parent feedback are critical to the continuous improvement of our school experience for both students and families. We have both formal and informal structures for parents to provide feedback.

To help ensure that the voices of our diverse families are heard, every year, we invite parents to tell us how we are doing and what suggestions they have for improvement through a parent survey. Parent survey feedback has helped us improve the frequency, content, and methods of family communications, and our math program with the addition of Summit Solves. In addition, our school will host a feedback session for our school’s goals and action plans for the next year, also known as our LCAP (Local Control & Accountability Plan). Every school in California creates these as part of the state’s funding process.

Although these formal structures give us an opportunity to hear from all of our community members, we prefer feedback that is timely and ask families to consider the above table on Who Families Should Contact and How for who to give feedback to on any aspect of your or your family’s Summit experience. We encourage both positive and constructive feedback throughout the year.

Student Recruitment

To help us build a strong and diverse community, we encourage families to share their family’s experience at Summit K2 with family, friends, and community organizations. The majority of our families come to us through word-of-mouth referrals. Current and alumni families have always been the best advocates for our schools. By building our school community with extended friends and family, we create an inclusive, connected, and welcoming environment.

Families can help be school ambassadors in our community by:

1. Asking friends & family to attend one of our open houses or visiting summitps.org.
2. Volunteering at our open houses or supporting other recruitment activities, such as calling prospective families. Please contact to get involved.
3. Posting positive reviews about our school at greatschools.org or on Google.
4. Posting open house information and your positive experience with our school on social media.
5. Sharing experiences and materials at community organizations (i.e., churches, sport teams, book clubs, YMCA, Boy/Girl Scouts, etc.).

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Academic Policies

Graduation Requirements

Summit K2's graduation requirements are based on our mission to prepare all students for success in college. In California, college readiness is often defined by the University of California's a-g subject requirements. Any student who has complete the UC's a-g requirements is eligible to apply to a college in the UC system. Our graduation requirements exceed the UC's a-g requirements so that every student who completes our academic program is not only eligible to apply to the University of California but has also completed a more demanding course load.

In order to count towards our graduation requirements, courses must be UC approved. "UC approved" means that the University of California has reviewed the particular course and determined that it meets their requirements of rigor. All of Summit K2's academic classes are UC approved. In order to count towards our graduation requirements, students must have earned a C- or higher in each course. For more information about grades, please see the Grading Policy section below.

To be eligible for graduation from Summit K2, students must meet the following requirements:

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

Students can complete these academic requirements by passing the suggested academic courses in English, History, Math, Science, and Spanish. Students may earn a Visual and Performing Art credit through the Expeditions program. Each course at Summit K2 is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course.

The Executive Director or IEP team will have discretion to adjust the graduation requirements for a particular student when necessary and appropriate in order to align with that student's Individualized Education Program or other identified and documented needs. When a student transfers into the school after the first semester of 9th grade, the Executive Director will have discretion to determine how to allocate credit towards graduation based on the student's prior coursework and how to adjust the course sequence to ensure the student is eligible for admission to a 4-year college if the full Summit graduation requirements cannot be completed.

Summit's Graduation Requirements Exceed those of the State of California

	CA Requirements	Summit Requirements	Notes
English	3	4	4th year counts as elective credit.
Mathematics	2	4	3rd and 4th years count as elective credit.
Science	2	4	3rd and 4th years count as elective credit.
Social Studies	3*	4	4th year counts as elective credit.
World Language	1**	2	We encourage 3 years. 3rd and 4th years count as CA elective credit.
Arts	1**	1	2 Arts Expeditions. At least one must be a UC-Approved "Visual and Performing Arts" course.
Physical Education	2	>2 (site-specific)	Summit students are expected to meet yearly expectations of structured physical activity.
Career and Technical Education	1**	1	Internship and/or Expedition CTE course. Many Expedition courses are CTE aligned.
College Readiness Expedition	N/A	1	Mandatory junior year Expedition.
Electives	4	N/A (Already	All elective credits are met through core courses

		satisfied)	exceeding state requirements and expeditions courses.
Total =	**19**	**22+**	
* CA Requires 1 year of US History, 1 year of World History/Culture, 1 semester of Economics and 1 semester of US Government. All are included in Summit's history courses.			
** CA requires one of either foreign language, Visual or Performing Arts, or Career & Technical Education. All are included in Summit's requirements.			

The Executive Director or IEP team will have discretion to adjust the graduation requirements for a particular student when necessary and appropriate in order to align with that student's Individualized Education Program or other identified and documented needs. When a student transfers into the school after the first semester of 9th grade, the Executive Director will have discretion to determine how to allocate credit towards graduation based on the student's prior coursework and how to adjust the course sequence to ensure the student is college eligible if the full Summit graduation requirements cannot be completed.

Course Selection

At Summit K2, we value college readiness and building a diverse and nurturing community of learners. Therefore, students advance through a very similar course progression over their time here, with almost everyone in the grade level taking mostly the same courses.

At the same time, we deeply value personalized learning. Each course within our progression is built to support individual students to align their daily work with their long-term goals. Students often have the opportunity to choose topics that interest them within a project, and teachers help them engage with activities that appropriately balance support and challenge so that every student is growing.

The following table describes a typical student's course load over their time at Summit K2:

	7th Grade	**8th Grade**
Social Science	Social Science 7	Social Science 8
English	English 7	English 8
Math*	Math 7	Math 7
Science	Science 7	Science 8
Spanish	*Middle School students at Summit do not take World Language courses.*	
Physical Education	*90 minutes of PE per week*	
Electives	Middle School Elective(s)	Middle School Elective(s)

	9th Grade	**10th Grade**	**11th Grade**	**12th Grade**
Social Science	World Studies I	World Studies II	AP US History	AP Government
English	English 9	English 10	AP English Language and Composition	AP English Literature and Composition
Math*	Math I	Math II	Math III	AP Statistics or AP Calculus
Science	Biology	Physics	Chemistry	AP Environmental Science
Spanish	*Spanish courses as appropriate. See "Foreign Language" section below.*			
Expeditions (including one Visual or Performing Art)	Expedition Elective(s) or internship	Expedition Elective(s) or internship	College Readiness and Expedition Elective	Expedition Elective(s) or Internship/Independent Study

*See senior math and math acceleration sections below.

For more information about any of the courses listed, please visit the Learning Continuum in the Dashboard in the SLP. On that page, you'll be able to learn about all projects and content that make up every course from 6th through 12th grade.

Expeditions Courses

Expeditions courses are offered across six thematic clusters: Health & Wellness, Media Studies, Business, Technology, the Arts, and Leadership & Social Change. The specific courses offered within each cluster can be found in the Expeditions Course Catalog, which is included as an appendix below. There are two requirements for Expeditions courses:

- All high school students fulfill their Visual or Performing Arts credit through an Expeditions course. Students typically fulfill this credit during 9th or 10th grade to ensure they are on track for graduation.
- All 11th grade students take the half day College Readiness Expeditions course. During this course, students explore and learn about numerous colleges to determine best-fit schools, create a college list, understand financial aid and what it means to be financially fit, research and apply to scholarships, prepare for the SAT or ACT, and begin to write college essays. This course culminates in a portfolio that is later used during the college application process in 12th grade.

In addition to elective courses, students can also propose internships and independent study courses. The internship and independent study pathway is a key part of our Expeditions program, by which students can explore passions they've identified beyond the purview of our offered courses. Internships and independent studies can also be an important character and skill-building experience for many students as well as a chance to strengthen a student's college application.

Students have an opportunity to learn about the Expeditions courses at their school site through the course catalog and a course fair. Together with their mentor, students reflect on and express their preferences for Expeditions courses through a course survey. Survey results are used to schedule students with an attempt to match students to their preferences in as many cases as possible, though students may not always be scheduled into their top choice courses due to course popularity.

AP Courses and Exams

Advanced Placement (AP) courses are college-level courses that are audited and supported by College Board. Research indicates that taking rigorous AP courses in high school improves a student's success in college. Each AP course is associated with an AP exam, which is given in May to students across the country. Students who pass the AP exam can often earn college credit for doing so, which allows them more choice in their course selection in college.

At Summit K2, students take at least six AP classes. This rigorous course load demands a high level of work from the students and also sets them up to be college-ready. Due to the rigor of AP exams, students are expected to study for them throughout the school year, and attend additional sessions that a Project Time teacher may hold to better prepare students for success on the exams. Students are expected to take at least one AP exam their junior year and two AP exams their senior year. Some students elect to take more exams. The results of the AP exam do not impact the grade a student receives in that course.

World Language

Colleges, employers, and society highly value the ability to speak more than one language. At Summit K2, our minimum graduation requirement is 2 years of world language, however we recommend that students pursue their study of language beyond this minimum and complete an AP-level language class if appropriate to their personal college goals.

At Summit K2, the world language we offer is Spanish. Spanish fluency is highly valuable in the context of today's society, which is why we have focused our foreign language offering in this way. We offer four Spanish courses: Spanish 1, Spanish 2, Spanish 3, and AP Spanish Language. Students are placed in the appropriate course on the basis of the course they took the previous year or a survey they complete at the beginning of the school year. Most students who are new to Spanish start in Spanish 1. Most students who speak Spanish at home start in Spanish 3. Students who have previously studied Spanish in school will be placed into the most appropriate level. Depending on their Spanish placement and their long term goals, students may or may not take Spanish in any particular academic year.

Some students may wish to pursue another language besides Spanish. In order for this language to count towards the graduation requirement, the courses must be UC-approved, and the student must earn grades of C- or higher, and the plan must have been approved by the Executive Director or Assistant Director. See the section below

("Credits Earned Outside…") for details about the process of applying independently earned credits towards Summit K2's graduation requirements.

Math
Our math program at Summit is designed to equip students with the skills and competencies that they need to be successful in college-level math. We also recognize that students have personal goals and pathways that may include different pathways for final math courses. Beginning in the spring of their 11th grade year, students have the option to differentiate their path of study based upon their short-term and long-term goals.

Math Acceleration
All of our courses are personalized and differentiated in order to meet the needs of very diverse learners. The vast majority of incoming 9th graders will be appropriately challenged by Math I. However based on their previous exposure to math, it may be appropriate for some incoming 9th graders to start their Summit math sequence in Math II.

In order to be eligible to take Math II as a freshman, students must:

- Express preference to accelerate in their math sequence.
- Score in the top percentiles (meaning 90th percentile or above) of the Measures of Academic Progress (MAP) test which is administered to all incoming freshmen within the first month of school.
- Demonstrate proficiency of Algebra and Geometry concepts as well as math problem-solving strategies on a Diagnostic Placement Exam to be administered within the first two weeks of school.

The goal is for students who are accelerating to start in their right-fit math course as close to the first day of school as possible. This will allow them to have the smoothest transition possible. It will also mean that by the time they start in the accelerated course, they will not yet have completed the required content assessments of the course they are accelerating out of.

Students are given the opportunity to learn more about acceleration during Student Orientation. The framing of this option is one in which the school recognizes that students may very well have taken different math courses in middle school, and we want to be responsive to meeting students where they are and allowing them to work at their own pace. We also reinforce that students who are starting ninth grade in Math I are eligible to take up to two AP math courses as seniors and that the pace that gets them there is one that strong habits can make possible.

Students who are still interested with the additional context will be eligible to take a placement assessment which is designed to evaluate which content a student is prepared for. This will not only include assessment items from the next level of math but also for higher levels as well so that we have a sense of which content from the accelerated course the student does not yet know. There will also be an opportunity for students to demonstrate their ability to apply their math content knowledge in a few cognitive skills assessment questions.

Students who show readiness to accelerate will then have an opportunity to consider the option with their families. If they choose to accelerate, they will be responsible for completing the power focus areas and additional content from the course out of which they are accelerating by the end of November. Unless the student is in the founding class at our school, the only adjustment to schedule is that students attend Project Time with their appropriately-leveled math course. There is no impact on mentor or PLT. In the founding class, the same is true and this group of students attend math all together during Project Time.

Because we want to ensure appropriate placement for each child, there is a checkpoint one month into the school year. 9th grade students accelerating into Math II should have completed at least 50% of the Math I power focus areas by this time. For 9th graders who are in Math I and think Math II is a more appropriate placement, they will be considered for acceleration if they meet or exceed that same bar within the first month of school. In the case that a student or parent believes a student is in a math placement that is not the best fit for him/her, they are encouraged to set up a meeting with the child's mentor or school leader as soon as possible.

Summit believes strongly that students should have equal access to math acceleration. On an annual basis, Summit aggregates and examines data about student math placement to ensure that students who are qualified to progress in math based on performance are not held back on the basis of their race, ethnicity, gender, or socio-economic background.

Students will earn credit for the course they are accelerating out of providing they complete the focus areas. The grade for the class out of which the student is accelerated will be calculated by applying their cognitive skill scores from the class they are accelerating into with their completed focus areas.

Credits Earned Outside of Summit K2

In the course of seeking appropriate challenges or navigating other transitions, students sometimes pursue courses for credit at institutions outside of Summit K2. We value this independence and want to honor this independent work while also maintaining the high academic standards of our graduation requirements.

If a student wishes to pursue such a course for credit while enrolled at Summit K2, s/he must obtain approval for the course by the Executive Director or the Assistant Director prior to beginning the course by completing a contract of responsibility.

A student may apply credit earned outside of Summit towards their Summit K2 graduation requirements if:

- The course was approved by the Executive Director or the Assistant Director in the case that the student took the course while enrolled at Summit K2.
- The course is UC-approved or, if taken out-of-state, is considered to be college preparatory.
- The student earns a grade of C- or better.
- The student provides proof of their completion of the credit to the Operations Manager.

Grading Policy

Overview

Grades show the level of skill that students have demonstrated and the amount of content they have mastered which are two of the areas of College Readiness: cognitive skills and content knowledge. We value the process of improving over time with careful study and practice. As you will read below, we have built a grading policy that reflects this value by capturing the student's strongest performance in each cognitive skill in each course of the year.

Documented Plans

In some cases, a student's personal circumstances may require a modification to the grading policy. When appropriate, the Executive Director and/or the child's IEP or 504 plan team has the discretion to modify grading requirements. Any modifications to programming, instruction, and grading must be documented in a formal student plan, such as an IEP or 504 plan, and be directly related to the student's disability.

Cognitive Skills Grading

As described in the College Readiness section, cognitive skills are the higher order thinking skills that students will need to solve complex problems in and beyond college. We believe they are the most important element of academic college readiness. As a result, cognitive skills are worth 70% of a student's grade in a core academic class. Students demonstrate cognitive skills by completing projects. Projects are graded by the teacher of that course.

Cognitive skills are assessed on the same rubric in all classes and in all grade levels. The cognitive skills are relevant to all disciplines. When students practice the same skill in multiple contexts, they are supported to get better at the skill over time. Using the same rubric for all grade levels allows students to see their growth over time, and allows teachers to increase expectations each year as the student works towards college readiness. For example, a student earning a score of "5" would get an A+ in eighth grade, but by the time they are in tenth grade this same score would only earn them a B.

- The SLP indicates which cognitive skills are assessed in each project and also shows the cognitive skill scores that students were assigned in that project.
- Students receive a score for each skill between 0 and 8, where 4 indicates high-school-ready and 6 indicates college-ready.
- Students' scores are translated into a percentage. The table below describes the cognitive skill score that translates into a 70% (C-), an 85% (B), and a 100% (A+) for each grade level.
- Note: Regardless of a student's grade level, Spanish 1 is considered a 9th grade course, Spanish 2 is considered a 10th grade course, Spanish 3 is considered an 11th grade course, and AP Spanish is considered a 12th grade course.

	Cognitive skill scores corresponding to a grade of...		
Grade Level	70%	85%	100%
6	2	3	4
7	2.5	3.5	4.5
8	3	4	5
9	3.5	4.5	5.5
10	4	5	6
11	4.5	5.5	6.5
12	5	6	7

A student's final cognitive skill average combines information from all the skills assessed through all the projects in the course. This is calculated through a weighted average of the best score for each skill.

- We know that students will improve over the course of the year. We want their final grade to reflect all the growth they have made. Therefore, for each skill, only the best score in that course will be counted towards the overall grade. For example, if a student earns a low score in "Word Choice" in their first project and a higher score in "Word Choice" in their second project, then only the higher score will count.
- Some skills are more important than others in a class. The more important a skill is, the more projects it is a part of. Therefore, each cognitive skill is weighted by how many times it is assessed in that course. For example, if "Argumentative Claim" is assessed in 4 different projects, then it will count in a student's grade 4 times.
- A student must have a cognitive skill grade of at least 70% in order to pass a course. If a student's cognitive skill average for a course is below 70%, then the student will have an Incomplete grade.
- Students must complete all projects in order to earn a passing grade in an academic class. If a student has a missing project, then the student will have an Incomplete grade.

Late or Incomplete Projects

We value the timely submission of completed projects as a college-ready skill. Students who are responsibly using class time, doing work at home, and taking advantage of extra supports should be able to turn in completed projects on time. We expect that students are asking for feedback and seeking help appropriately if they feel they are falling behind on a project.

If a student fails to submit a project by the due date or turns in a project that is missing at least one essential component, that project is considered incomplete and overdue. Because each project provides a valuable opportunity for students to practice and develop their cognitive skills, we want to support students to complete all projects. Having an overdue project initiates a series of interventions with the goal of providing accountability and supporting the student to turn in a complete project.

Within two school days of the project due date, all teachers will indicate whether a project is complete or incomplete in the SLP. If a project is incomplete, it becomes overdue. The teacher will then follow up in one or more of the following ways:

- The teacher will provide feedback on the project to indicate why it is incomplete.
- The teacher will invite the student to Office Hours.
- The teacher will inform the mentor of the overdue project.

After the teacher follow up, if the student does not turn in a completed project, then the teacher will inform the parents of the overdue project and will require the student to come to Office Hours in order to provide them support. If the student still does not turn in a complete project, the student will have the opportunity to access even more support during Expeditions PLT and after school. Finally, If these interventions have not been successful, then the teacher will initiate an academic intervention meeting to involve the teacher, the mentor, the student, and the parents in order to develop a more intensive and individualized plan for support and accountability.

Content Grading

As described in the College Readiness section, content knowledge is the set of facts and information that is fundamental to understanding the world around us. Content is worth 30% of a student's grade in a core academic class. Students demonstrate content mastery by passing content assessments. Content assessments are graded automatically on the SLP.

In contrast to cognitive skills, content is not something that continually develops across a spectrum of understanding. For the most part, a student either knows the content or does not know it and must learn it. Therefore, content can be assessed through quizzes in which students answer multiple choice questions to show if they have learned the content. Because content learning is directed by the student, the student decides when they have learned the content and are ready to take the assessment. When they are ready, they must request to take the content assessment at an appropriate time, usually during PLT, where a faculty member can supervise and ensure an appropriate testing environment.

Every content assessment has ten questions. Because we value content mastery, the only thing that affects a student's grade is whether or not they have passed an assessment. The specific score does not affect a student's grade.

- For non-AP courses, students must answer at least 8 questions correctly in order to pass.
- For AP courses, students must answer at least 7 questions correctly in order to pass.
- If students take and fail a content assessment, they are expected to reflect on why they failed and make a plan to better learn the content. When they are ready, they are expected to take the content assessment again. The number of times students attempt a content assessment has no effect on their grade.

Power Focus Areas represent the content knowledge that is most essential to the course. Therefore, a student must pass all Power Content Assessments in order to pass the course.

- If a student passes all power content assessments, 21% is added to their final grade.
- On the SLP, grades are continuously calculated based on what a student is "on track" to complete.
    - Students have 21% added to their final grade if they are "on track" to pass all power content assessments by the end of the year. This means that they have passed all content assessment behind the blue pacing line on the SLP. The vertical pacing line indicates where students should be today in order to be on pace to complete the course by the end of the school year. Everything to the left of the line should be complete (green) to be "on track" with their work.
    - As the year progresses, the line will continue moving to the right until the end of the year.
    - If students are "off track" to pass all power content assessments (Focus Areas to the left of the pacing line has red text), then the 21% is not added to their final grade and their grade in the course will be an "Incomplete."

Additional Focus Areas represent important content knowledge that contributes to a student's overall understanding but is not absolutely essential to the course.

- If a student passes all additional content assessments, 9% is added to their final grade.
- Unlike Power Focus Areas, for which students must pass all to receive full credit, students can get incremental grade increases with each Additional Focus Area they pass.
- Each additional content assessment is equally weighted. So, for example, if a course has 10 additional focus areas, each one is worth 9/10 = 0.9% so 0.9% will be added students' final grades for each additional content assessment they pass.

- Students may pass a course without passing additional focus areas, however the maximum grade they could get would be 91%.
- During the year, additional content assessments are calculated incrementally towards the grade.

Challenge Focus Areas provide additional content for students who want further their mastery in an area. Not all courses have Challenge Focus Areas, and they do not count toward students' grades.

Math Grading Policy
Math courses at Summit are assessed and graded differently than other academic classes. This difference is based on internal and external research and is designed to best prepare students for college level math and align to the Common Core State Standards in Mathematics. Math courses assess content the same way as other classes. Content is worth 30% of the final grade in math classes. Math courses contain units instead of projects. Instead of the cognitive skills rubric, each unit is scored using a concept rubric. Concepts comprise 70% of the grade.

Units
In math courses, students work on units. Units involve students working through a sequence of shorter, rich math tasks. At the end of each unit, students take a performance task that is assessed on one or more concepts from the concept rubric. Concepts are worth 70% of a student's grade in a math class. Each concept is assessed by the math teacher on a 5-point rubric.

Spanish Grading Policy
Spanish courses at Summit are assessed and graded differently than other academic classes. This difference is based on research and is designed to both promote and clearly represent student proficiency in the language. Spanish projects are assessed on a language proficiency rubric adapted from the American Council on the Teacher of Foreign Languages (ACTFL) rather than on the cognitive skills rubric. This rubric assesses reading, listening, writing, and speaking in a foreign language. Many of the skills in this rubric function the same way as the cognitive skills (where the student's highest score at the end of the year sticks), while other skills on this rubric are averaged. [specify here what dimensions are avereaged and which take the highest score]

Spanish courses assess content the same way as other classes - through content assessments in focus areas. Content is worth 30% of the final grade and projects comprise 70% of the final grade.

Expeditions Grading
Grading for Expeditions courses depends on the UC approval status of the course. Some Expeditions courses are UC-approved for Visual and Performing Art or College Preparatory Elective credit. These courses receive a letter grade, are included on transcripts, and are calculated into the student's UC Grade Point Average (GPA). These courses follow the same assessment plan as core courses. 70% of the grade in these courses comes from the student's demonstration of cognitive skills through the course projects. 30% of the grade comes from demonstration of content knowledge through mastery of content assessments. Indication of which courses have UC approval can be found in the Expeditions Course Catalog.

Other Expeditions courses are electives that fall outside of the UC approval categories of Visual and Performing Art or College Preparatory Elective and provide students with similarly meaningful experiences in the pursuit of passion exploration. These non-UC electives are graded on a pass/fail basis where passing means a student has achieved a 70% or higher through successful demonstration of subject-specific skills. The pass/fail grade for the course will appear on the student's transcript but will not result in a credit or be calculated into the student's UC GPA. This is a policy update for the 2016-2017 school year. If a student took Expeditions courses prior to the 2016-2017 school year which were not UC-approved, those courses will not appear on a student's transcript.

Letter Grades and GPA

Students' final grades are translated into letter grades for transcripts and Grade Point Averages (GPAs) for colleges. Note that different colleges may calculate GPAs differently based on college-specific policies. Advanced Placement (AP) courses are rigorous, college-level classes. Therefore, GPAs in AP classes are "weighted," meaning that students receive an extra point on their GPA in these classes.

Final percentage grade	Letter grade	Unweighted GPA	Weighted GPA
97 - 100	A+	4.000	5.000
93 - 96	A	4.000	5.000
90 - 92	A-	3.667	4.667
87 - 89	B+	3.333	4.333
83 - 86	B	3.000	4.000
80 - 82	B-	2.667	3.667
77 - 79	C+	2.333	3.333
73 - 76	C	2.000	3.000
70 - 72	C-	1.667	2.667
0 - 69	F	0.000	0.000

During the school year, the letter "I" is used in place of a letter grade when the student has an "incomplete" and is failing the course because s/he is missing projects, has a low cognitive skills average, and/or is not on track to complete all power focus areas. An "I" is not a final grade, and instead means that the student is working in the course and currently not meeting the expectations to pass. In the absence of a written plan, an "I" is converted to an "F" if a student transfers out of the school or ends the year without completing all course requirements.

Occasionally a student's grade will appear as "N/A." This means that the student does not yet have a graded project in the class, and there is therefore not enough information to compute a grade. This grade usually only shows up at the very beginning of the school year.

Attendance and Tardies

Summary

Summit is committed to building a consistent, positive environment for all its students, focusing on supportive relationships between students, faculty, and parents as a Summit community. We believe that the path to Personalized Learning and becoming a Self-Directed Learner ready for college and career begins with daily participation in the classroom where students are present, prepared, and connected.

Summit K2 families and students each play a critical role in building this culture. Parent and guardians are responsible for ensuring their student arrives on time to school every school day either by drop off, carpool, or other safe transit. Students should have a safe way to get home after school or when they are done with their afterschool activities.

Students are expected to arrive on time every day school is in session and attend the full and complete school day, from 8:00 am to 3:15 pm for middle school students or from 8:20 am to 3:30 for high school students. Students and parents are also responsible for working with teachers and mentors to keep students on track for the time they are absent from school.

If students struggle to meet our expectations of attendance, to embody our core characteristics, and to develop into responsible, college-going community members, Summit develops logical consequences where there is a focus on accountability, repairing harm, and reintegrating students into the community.

Please see the appendix for more details about our expectations for families and students and consequences, including truancy proceedings.

Enrollment Policy

Summit values the contributions to community by each family and student. Summit K2 would like all students to remain enrolled to receive the full benefit of the Summit program. Summit K2 is committed to addressing any concerns a student or family may have. If parents or guardians are considering unenrolling their student, we ask that they reach out to both their child’s mentor as well as the Assistant or Executive Director.

If parents or guardians have decided that unenrolling their student is the best option, Summit K2’s OM will facilitate this process. Summit requires that all students, regardless of age, receive and demonstrate permission from parents/guardians to withdraw from school. To complete this process, parents or guardians must unenroll their student in person at the school site. Parents and guardians are responsible to enroll their student in another age appropriate educational program, and Summit K2 can help supply the necessary records.

Technology

Technology at Summit is a key tool for learning. Students use technology in the form of a school-issued Chromebook, charger and earbuds, school wireless network, and school printers. This section summarizes key components of the Summit Technology Policy. Located in the appendix is the Summit Public Schools Technology Acceptable Use Policy for Students. All families must review this policy, and parents must review and sign the signature page.

Chromebooks and Appropriate Chromebook Use:

Students are issued a Chromebook that they use for two years. Chromebooks are used in class and educationally at home. We expect students to follow the expectations included in the technology policy at all times. These include the ways in which the chromebook is carried, used, and maintained. Students are expected to bring their chromebooks in working condition, fully charged to school each day. Students who need a loaner check with the front desk.

Internet and Email Use:

Internet access (including email use) is a privilege and all students should be aware that Summit Public Schools may revoke Internet access for any reason. If a student’s access is revoked, SPS will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.

Violations of the Internet and Device Acceptable Use Policy are serious disciplinary actions and will be addressed according to the graduated discipline plan. Summit requires that students promptly disclose to their mentor or other school employee any electronic message they receive that is inappropriate or makes them feel uncomfortable. Summit has installed Internet filtering software in an attempt to block user access to inappropriate and/or harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful and children gain access to inappropriate and/or harmful material, SPS and individual school sites will not be liable. If students inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect students against an allegation that they have intentionally violated the Internet and Device Acceptable Use Policy. Parents are strongly encouraged to discuss and monitor their child’s school Internet use and to discuss any issues or concerns that they may have with the school’s teacher and administrators.

Cyberbullying*:*

Bullying through the use of technology -- whether that technology is the school’s property or that of any member of the community -- or any electronic communication, including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted by the use of any electronic device, including, but not limited to, a computer, telephone, cellular telephone, text messaging device, and personal digital assistant is prohibited. When communicating online, students should use appropriate language, have common courtesy, and be considerate to others. Displaying online social behaviors that model good digital citizenship is emphasized and encouraged.

Take Home Policy:

Individual Summit Schools determine policies for taking home Chromebooks and chargers. The Internet and Device Acceptable Use Policy continues to be applied to all students and all devices, regardless of the location where the device is being used. The technology resources provided are intended for student learning, therefore the policies must be adhered to for both safety and compliance. Families should note: while there is some content filtering that is part of the individual Chromebooks, content filtering capabilities will vary and may be reduced depending on the non-Summit network(s) that Chromebooks may connect to.

Technology Norms On and Off Campus

Norms	● Students use technology and internet only to support learning during class. ● Students are responsible for their technology. ○ Broken technology will result in logical consequences, which may include paying replacement costs. ● Students help each other with technology. ● Students exhibit respect while using technology.
General Procedures/Rules	● Every student must have a working pair of headphones for use at school. (Headphones will be available at school for families for whom this will be a hardship). ● Chromebooks are to be charged overnight and brought to school FULLY charged. ● Keep food and drink separate from chromebooks at all times. ● Students will keep their chromebook at hand for use throughout school day.
Chromebooks off campus	● If Chromebook is taken home, students will: o Charge the computer overnight. o Follow all tech norms while at home. ● If a Chromebook is forgotten at home: o A loaner will be issued and the incident recorded. ▪ If multiple offenses, parents will be called in and students face possible additional consequences.
Personal Electronics Policy	● Personal electronics may be used on campus before school, during passing periods, breaks and after school hours. ● Personal electronics will be confiscated if used during class. ● Personal electronics may not be connected any SPS network. ● SPS will not be liable for any damage, loss, or theft of personal electronics

Dress Philosophy

Summit is committed to creating and maintaining an appropriate, academic, and respectful school culture. Our dress philosophy reinforces and supports a professional school environment. Most importantly, clothes should never get in the way of learning. Student should come to school prepared for the activities in their schedule for the day. This means wearing comfortable clothing appropriate for the school environment and culture.

Specifically:

- Students' clothing, school supplies, or accessories cannot signify any distraction from learning.
- Clothing, school supplies, or accessories may not depict or bear logos depicting violence, guns, knives, nudity, drugs or drug use, paraphernalia, cigarettes, vaporizers, tobacco, marijuana leaves, alcohol, or any reference to gangs.
- Clothing, school supplies, or accessories may not depict or bear logos depicting lewd/vulgar content, lewd gestures, or services illegal to minors (even if the student is 18+).
- No part of a student's undergarments may be visible, including when wearing attire intended for physical education.

Accessories or school supplies which violate these norms may be confiscated by faculty. The student's teacher, mentor, or another faculty member will have students with clothing outside of the school norms norms turn the clothing inside out or cover the logo/depiction with a jacket or other item of clothing. When students do not have a secondary article of clothing, one may be provided from Summit K2's collection of Summit Public School apparel. Where additional interventions are needed, Summit K2 will follow the "Graduated Discipline Plan".

Summit Public Schools Nondiscrimination Statement & Staff Cooordinator Roles

Summit Public Schools prohibits discrimination, harassment, intimidation and bullying based on actual or perceived race or ethnicity, gender/sex (including gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy-related medical conditions) sexual orientation, religion, color, national origin, ancestry, immigration status, physical or mental status, marital status, registered domestic partner status, age, genetic information, political belief or affiliation, a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation in any program or activity it conducts or to which it provides significant assistance. The following employees have been designated to handle questions and complaints of alleged discrimination:

Title IX Coordinator
Name or Title: Shilpa Duvoor
School Address: 1800 Elm Street, El Cerrito, CA 94530
Telephone Number:(510) 374-4093
Email: sduvoor@summitps.org

Section 504/ADA Coordinator
Name or Title: Shilpa Duvoor
School Address: 1800 Elm Street, El Cerrito, CA 94530
Telephone Number:(510) 374-4093
Email: sduvoor@summitps.org

Civil Rights Coordinator
Name or Title: Shilpa Duvoor
School Address: 1800 Elm Street, El Cerrito, CA 94530
Telephone Number:(510) 374-4093
Email: sduvoor@summitps.org

Summit Public Schools Network Compliance Officer
Keith Cantrelle
Summit Public Schools
780 Broadway
Redwood City, CA 94063
kcantrelle@summitps.org
Phone: (650) 260 - 3758
Fax: (650) 366 - 1892

Student Inclusion - Immigration Status

Summit places a high priority on ensuring the physical and emotional safety of each community member. Summit is committed to the inclusion and safety of all of our community members, regardless of immigration status.

Specifically:

- Summit does not collect information related to student and family immigration status.
- We will not share student or family information with Immigration and Customs Enforcement (ICE) officers without legal warrant.
- We will not permit ICE officers on campus without a legal warrant.

- We will equip our students, families, and faculty with the information and resources they need to address concerns or questions about immigration and other federal policies that affect our community.
- Will will support our undocumented students and their families in the college application process, including with respect to the Deferred Action for Childhood Arrivals Act (DACA) and the DREAM Act.

Student Inclusion - Gender Identity

Summit's commitment to diversity comes from a belief in the power of communities with a wide range of backgrounds, identities, experiences, and perspectives. Summit will work to ensure that all students, including student of all gender identities, feel safe and included at school.

Specifically:

- Summit will follow our non-discrimination policy and our policies that prevent hate crimes and/or hate language, harassment, and bullying of any kind.
- Summit will comply with state law that guarantees students access to restrooms that correspond to their gender identity.

Acts of Intolerance

An act of intolerance is an affront to a community that values diversity and strives to create an inclusive environment.

The Acts of Intolerance policy establishes a mechanism for addressing situations involving a real or perceived act of intolerance. This may be conduct that adversely and unfairly targets an individual or group on the basis of one or more of these actual or perceived characteristics: race, ethnicity, gender, gender identity, gender expression, physical or mental disability, religion, sexual orientation, nationality or citizenship status, age, socio-economic status, or the intersection of any of these characteristics.

In such instances Summit will proceed thoughtfully, providing support to all of those affected, while also affirming that we value differences, free expression and debate as sources of strength for our community.

Some acts of intolerance may rise to the level of a hate crime. A hate crime is any conduct that would be a crime under California or federal laws and which is committed whole or in part because of one or more of the above characteristics (or perceived characteristics) of the target or targets. Hate crimes can include: physical assault, vandalism, threats of harm, criminal harassment, including threatening or repeated telephone calls or electronic communications.

Acts of intolerance that do not rise to the level of a hate crime may involve constitutionally protected speech. Engaging in constitutionally protected expressive activities will not subject a student to discipline under the Fundamental Standard.

Acts of intolerance will be addressed on a case by case basis. Summit may respond to acts of intolerance via education to the community as well as escalating the situation to the proper authorities.

For issues related to staff or or student to student issues, contact the School leaders at your site

Graduated Discipline Plan

Overview

When we purposefully build peace in the community and maintain that peace through active community engagement, we limit the amount of time stakeholders spend making peace when norms have been violated. There is a shared responsibility among all members of the Summit community to build and keep peace in classrooms, during unstructured times and in all conversations. Each site works together to schedule and support each other in this community development. Our schools work everyday to help all students develop healthy relationships, identify common values and guidelines, develop social emotional understanding and skills, and develop a sense of ownership and belonging.

Summit's graduated discipline plan is in place for when the culture we've built is harmed and peace needs to be made. The policy is derived from our core beliefs about secure attachments and human development. We believe that:

- Physical and emotional safety are a prerequisite for building secure attachment.
- Feedback is essential to growth and college readiness.
- When principles guide actions instead of rules, students can generalize for the future.
- All students are capable of being college ready.
- In a high-trust organization, students prepare for the independence of adulthood.

When students take action that violates expectations articulated above, the faculty responds using the graduated discipline plan to restore an environment of trust, safety, and productivity. We primarily manage difficulties by preventing harm, resolving differences and helping students build the skill of learning from their mistakes. If students continue to struggle to meet our norms, we use logical consequences with a focus on accountability, repairing harm, and reintegrating students into the community.

Summit uses restorative practices to guide teacher responses to student behavior. Restorative practices are a way of approaching behavior support from a framework of relationship maintenance and reconciliation. Restorative practices seek to use language and approaches to behavior that reverse the oppressive nature of top-down classrooms and schools. These systems work to build empathy in the individual or individuals who violate expectations and cause harm to the community. Our restorative practices also provide a way to assign logical consequences to inappropriate behavior. Summit has specific policies in place for actions such as Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying). These policies, along with procedures for suspension and expulsion, are found in the appendix.

Summit categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different faculty response. Here is a summary of the behavior levels and the appropriate teacher responses:

Level	Response	Description
Level 1	Redirect	• A student causes a minor disruption to the learning environment. • The teacher quickly redirects the student to meet the expectations.
Level 2	Reflect	• A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection. • The teacher reestablishes the focus of the class and schedules time to reflect with the student on his/her decisions and behavior.
Level 3	Reach out	• A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection. • The teacher refers the student to the office and reestablishes the safety and focus of the class.

		● The administrator reflects with the student and plans next steps, including communication with families and mentors.
Level 4	Reset	● A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. ● The teacher refers the student to the office and reestablishes the safety and focus of the class. ● The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.

Level 1 Behaviors - Redirect

Student Behaviors

Level 1 misbehaviors refer to behaviors that are distracting, disruptive, or otherwise in violation of expectations for a productive learning environment, such as being off-task, teasing a peer, etc. This is a behavior or action that can quickly be redirected without stopping the class.

Desired Outcomes

- Disruptive behavior is stopped.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.

Teacher Actions

- Restate the expectations.
- Redirect the student behavior clearly and concisely.
- Resume focus on instructional plans.

Level 2 Behaviors - Reflect

Student Behaviors

A student has been defiant or disrespectful (*this is the first offense or the behavior is new)* or Level 1 behaviors have continued despite interventions.

Desired Outcomes

- Disruptive behavior is stopped; power struggle is avoided.
- Student understands the impact of his/her behavior.
- All students remain actively engaged in learning in class.
- All students understand consistent expectations and consequences.

Teacher Actions

- Clearly state to the student how and why his/her behavior violated expectations.
- Give the student space to cool down and consider his/her action.
- Engage the student in a reflective conversation to understand his/her impact on others.
- Make a plan for the student to be able to meet expectations in the future.
- Give a clear warning that continuation of the behavior will result in removal from the classroom.

Level 3 Behaviors - Reach Out

Student Behaviors

- A student engages in a behavior that does not meet the norms of the class. The teacher attempts Level 1 and Level 2 interventions to redirect the behavior, and the student continues inappropriate behavior.
- Alternatively, a student engages in a behavior that is majorly disruptive, dangerous to others, or illegal.
- A student engages in plagarism or another act of academic dishonesty.
- A student skips class or leaves school without appropriate adult permission.
- A student video tapes another student or incident or post pictures of another student without permission from the student.
- A student distributed, arranged to sell or sold non-prescription drugs or uncontrolled substances.
- A students uses discriminatory or hateful language that may not rise to the level of Bullying, Discrimination, Harassment or Hate violence as defined below.

Desired Outcomes

- The safety of the classroom is maintained.
- The classroom engagement in learning resumes as quickly as possible.
- All students understand consistent expectations and consequences.
- The student violating the expectations is referred to an administrator.
- The student's negative behavior is recorded and tracked.

Teacher Actions

- Clearly state how and why the behavior violated expectations.
- Instruct the student to leave the classroom and go directly to the front office.
- Write a referral in Dean's List.

Administrator Actions

- In this case, an administrator may be one of the school Directors, Deans, or the Operations Manager.
- Administrator reads the incident report and runs a restorative conference with the student to reflect on his/her actions and determine next steps to repair the harm done to the community.
- Administrator documents the conversation and next steps in the discipline tracker.
- Administrator brings the student back to class to facilitate a check in with teacher before student reenters the classroom.
- The administrator or his/her designee communicates home to the student's family about the incident.
- The administrator or his/her designee ensures that all next steps are completed, and documents this fact in the discipline tracker.

Level 4 Behaviors - Reset

Student Behaviors

- A student continues to engage in Level 3 behaviors even after interventions.
  OR
- A student engages in one of enumerated offenses listed below:

  Non discretionary offenses, students must be suspended and recommended for expulsion for any of the following acts:

  a. Possessed, sold, or otherwise furnished a firearm, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

  Discretionary offenses, students may be suspended or expelled for any of the following acts:

  a. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

     1) "Electronic Act" means the creation or transmission originated on or off the school-site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or

other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

  i. A message, text, sound, or image.
  ii. A post on a social network Internet Web site including, but not limited to:
    (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

b. A student who aids or abets the infliction or attempted infliction of physical injury caused, attempted to cause, or threatened to cause physical injury to another person.
c. Willfully used force or violence upon the person of another, except self-defense.
d. Possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
e. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
f. Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
g. Committed or attempted to commit robbery or extortion.
h. Caused or attempted to cause damage to school property or private property.
i. Stole or attempted to steal school property or private property.
j. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, vape pens and betel. This does not prohibit the use of his or her own prescription products by a pupil.
k. Committed an obscene act or engaged in habitual profanity or vulgarity.
l. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
m. Knowingly received stolen school property or private property.
n. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
o. Committed or attempted to commit a sexual assault, or committed a sexual battery.
p. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
q. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
r. Engaged in, or attempted to engage in hazing.
s. Made terroristic threats against school officials and/or school property.
t. Committed sexual harassment.
u. Caused, attempted to cause, threatened to cause or participated in an act of hate violence.
v. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

w. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   2) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
      ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
      iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

x. to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be subject to expulsion.

Desired Outcomes

- The school and its community remain physically and emotionally safe.
- The student and his/her support network identify root causes of the unacceptable behavior.
- The student understands the impact of his/her behavior on the community.
- The student makes a plan to restore the harm s/he has caused.
- The student executes the plan and is reintegrated into the community.

Administrator Actions

The process for responding to Level 4 behaviors is the most nuanced, complex, and personalized. While suspension and expulsion may be considered for Level 4 behaviors, sometimes they are not chosen as the best strategy to meet the outcomes listed above. Depending on the situation, the school director may lead a family conference, a restorative circle, or some other plan for the student to understand and then restore his/her impact on the community. The school expects all parties to fully participate in the restorative process in the majority of situations when students have the option to be reintegrated into the community. Students who choose not to opt into the restorative process are subject to further disciplinary action.

If the student opts out of restorative processes, or when the school director determines it is appropriate to move forward with the long-term suspension or expulsion process, the student is entitled to a hearing by an Administrative Panel. Any of the student behaviors listed under Level 4 behaviors above could lead to a recommendation for expulsion. A complete description of the suspension and expulsion procedures including the process and timeline for hearings and decision making are listed in the appendix. Students with special education needs must have a manifestation hearing before being expelled. Summit's Suspension and Expulsion Policy is included in the appendix, including "Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities."

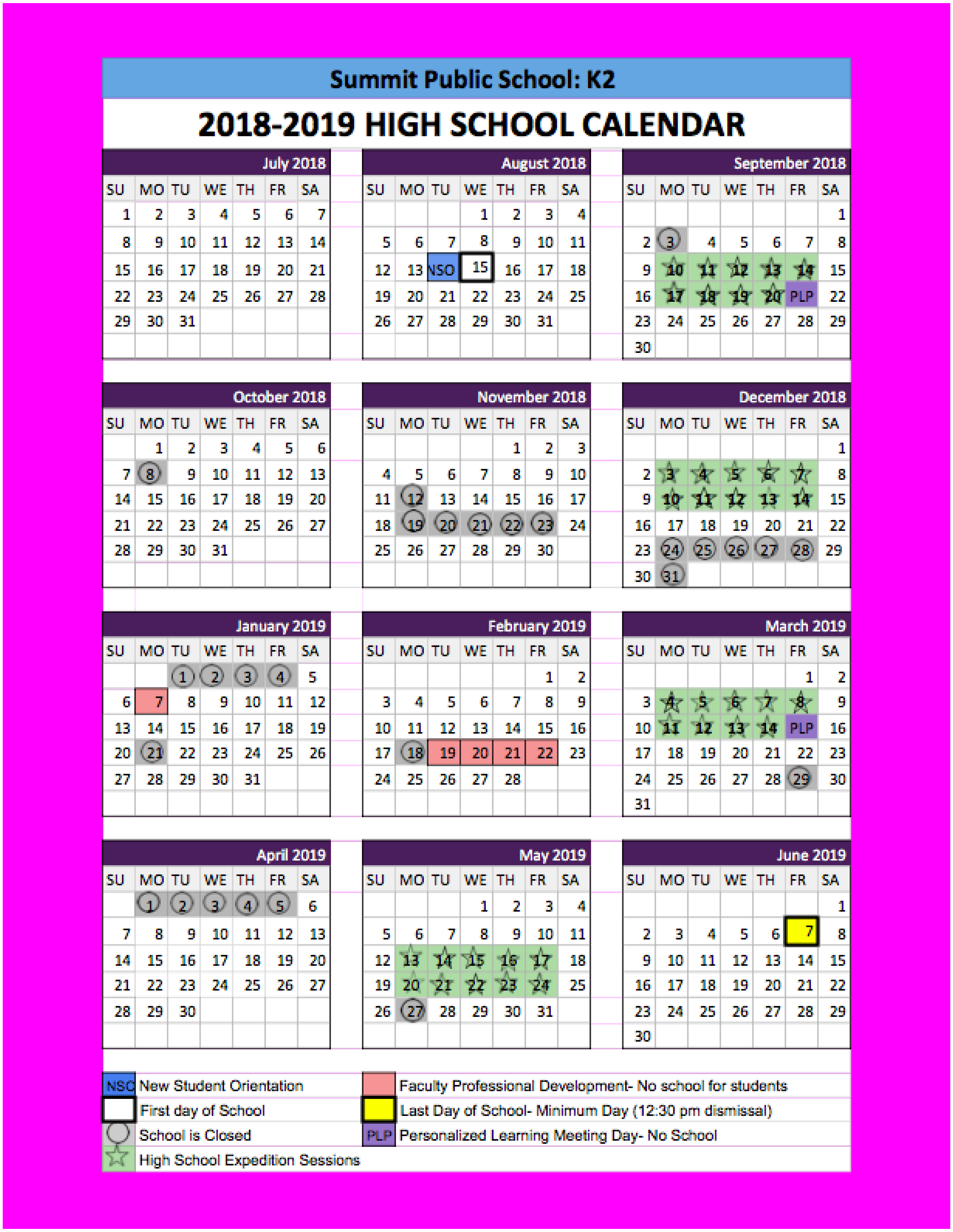
Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying)

Summit Public Schools believes all students have the right to a safe learning environment and thus has a specific policy for harassment, intimidation, discrimination, and bullying that is available in the appendix. These are disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. Summit prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy. All members of the Summit community are required to read the policies carefully and report any infraction or suspicion of infraction to the school directors. Summit will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner.

Appendices

School Calendar

An up-to-date calendar, including the most recent information about events, can be found at http://k2.summitps.org/



Summit Public School: K2

2018-2019 HIGH SCHOOL CALENDAR

July 2018

SU	MO	TU	WE	TH	FR	SA
1	2	3	4	5	6	7
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August 2018

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September 2018

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October 2018

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November 2018

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December 2018

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January 2019

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February 2019

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April 2019

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May 2019

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June 2019

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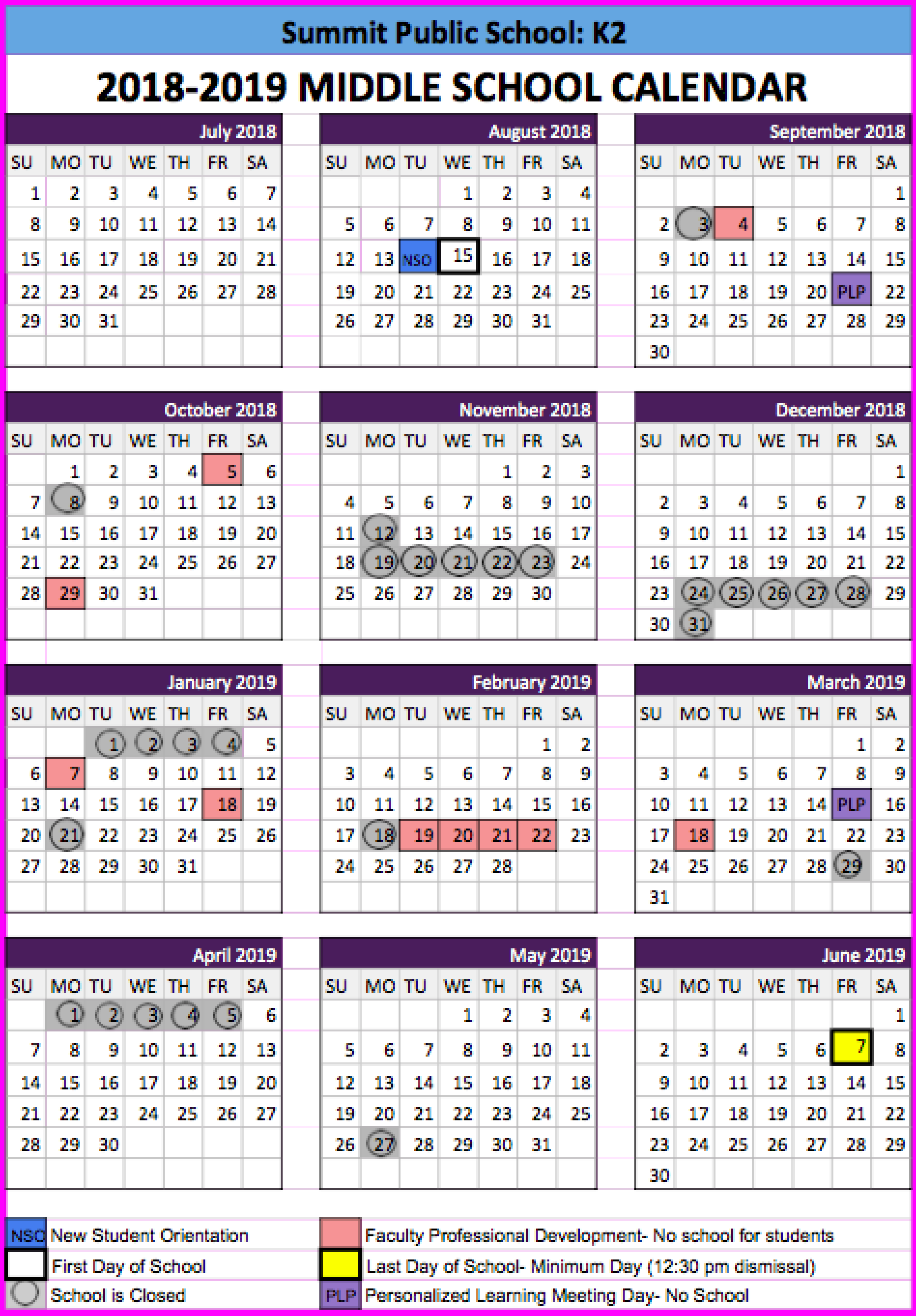
NSC New Student Orientation
☐ First day of School
○ School is Closed
☆ High School Expedition Sessions
🟥 Faculty Professional Development- No school for students
🟨 Last Day of School- Minimum Day (12:30 pm dismissal)
PLP Personalized Learning Meeting Day- No School



Summit Public School: K2

2018-2019 MIDDLE SCHOOL CALENDAR

July 2018

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August 2018

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September 2018

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October 2018

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November 2018

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December 2018

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January 2019

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February 2019

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March 2019

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April 2019

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May 2019

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June 2019

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23	24	25	26	27	28	29
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NSO	New Student Orientation	🟥	Faculty Professional Development- No school for students
☐	First Day of School	🟨	Last Day of School- Minimum Day (12:30 pm dismissal)
○	School is Closed	PLP	Personalized Learning Meeting Day- No School

Calendar Change and School Closure Policy

In the event of inclement weather that results in a change in schedule or school closure, Summit will communicate with our families in the following ways:

- School websites: We post school schedule updates to the school websites.

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- Phone calls and emails: Families will receive a phone call and email, however other communication methods may be faster.

When there is an emergency school schedule change, the phone number listed as an emergency contact is called. If you would like to update your emergency contact, please contact your school's Operations Manager or Office Assistant.

We know many of our families have children who attend other schools in the surrounding area and, whenever possible, we follow the same decisions about schedule changes or closure as the district where our school is located.

List of Cognitive Skills

Textual Analysis (Close Reading)	Theme/ Central Idea
	Point of View/Purpose
	Development
	Structure
	Word Choice
Using Sources	Selecting Relevant Sources
	Contextualizing Sources
	Synthesizing Multiple Sources
Inquiry	Asking Questions
	Hypothesizing
	Designing Processes and Procedures
Analysis & Synthesis	Identifying Patterns and Relationships
	Comparing/ Contrasting
	Modeling
	Interpreting Data/Info
	Making Connections & Inferences
	Critiquing the Reasoning of Others
	Justifying / Constructing an Explanation
Composing/Writing	Argumentative Claim
	Informational/ Explanatory Thesis
	Narrative
	Counterclaims
	Selection of Evidence
	Explanation of Evidence
	Integration of Evidence
	Organization (Transitions, Cohesion, Structure)

	Introduction and Conclusion
Speaking/Listening	Discussion / Contribution
	Preparation
	Norms / Active Listening
Products & Presentations	Style and Language (Tone, Academic Language, Syntax)
	Oral Presentation
	Multimedia in Written Production
	Multimedia in Oral Presentation
	Conventions
	Precision

Visitor Policy

Summit Public Schools welcomes visitors to our schools. We are also committed to the security of our sites. To help ensure the well-being of our students and staff, visitors must comply with the following requirements and procedures. Visitors include any person who is not a Summit student, Summit employee, or registered volunteer.* They include families, non-registered volunteers, community members, vendors and service providers, and other partners.

- School sites will post at every entrance to the school and school grounds a notice setting forth visitor registration location and requirements.
- Immediately upon entering any school building or grounds, visitors will report their presence and reason for visiting the school to the front office.
- Visitors will provide proof of identification, e.g., driver's license, and sign in using a log that is kept at the front desk. Logs shall be kept on file for full school year.
- An office staff member will provide identification, e.g., visitor badge, to be used by all visitors at all times while on school premises. The visitor will make this identification visible at all times during the visit.
- Visitors will engage with students and faculty respectfully in ways that maintain community and do not interrupt teaching and learning.
- At time of departure, visitors will sign out on the log at the front desk.
- Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.
- Employees should at all times watch for strangers on school premises. Employees who encounter a visitor not displaying the appropriate identification should ask the visitor whether he or she has registered. Employees and volunteers should immediately inform school leaders of any visitor who refuses to comply with registration requirements.
- Non-Summit students who are visiting Summit Summit K2 for events such as prom or dances are required to have completed, signed, and turned in a guest verification form prior to the event.

*Registered volunteers are volunteers who are on site 2-3 times every week and have LiveScan and TB clearance.

Visitors who violate the policies outlined in the handbook, or in the code of conduct described below, will be directed to leave the premises. If they refuse, they will be ejected. Summit Public Schools Summit K2 reserves the right to pursue a civil or criminal legal action against any person violating the code, and the discretion to determine what constitutes a violation.

Code of Conduct

To maintain public order and prevent the abuse of the rights of others, Summit K2 asks that members of the public to refrain from prohibited conduct on school property, such as:

- Actions that are intended to injure another person or damage school/personal property
- Activities that are meant to disrupt the orderly conduct of classes
- Distributing or wearing materials that are obscene, advocate illegal action, appear libelous, or obstruct the rights of others
- Intimidating, obstructive, or harassing behavior
- Possessing, consuming, selling or distributing alcoholic beverages or controlled substances
- Possessing or using weapons
- Smoking
- Skateboarding
- Loitering
- Damaging or littering school property
- Violation of any laws including parking and traffic statutes

Summit Public Schools Freedom of Expression Policy

Summit Public Schools ("Summit") believes that free inquiry and exchange of ideas are essential components of education. Summit respects students' rights to express ideas and opinions, take stands on issues, and support causes, even when such expression is controversial or unpopular.

Students have a legal right to exercise freedom of speech, expression, and of the press including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, the wearing of buttons, badges, and other insignia, and the right of expression in official publications, whether or not the publications or other means of expression are supported financially by the school or by use of school facilities.

At the same time, the law is clear that a student's right of free expression is not unfettered and that the Freedom of Speech, Expression, and the Press protections do not prevent a school from imposing certain restrictions and/or imparting discipline for certain forms of speech or expression that may be considered disruptive to the community, in violation of school policies and/or considered harassment, bullying, threats and/or intimidation. Summit reserves the right to place reasonable time, place and manner restrictions on any expression if the faculty and/or administration determine that such a restriction is appropriate.

Additionally, some forms of student expression may be absolutely restricted. These include:

- Expression that creates or threatens danger, and/or unlawful acts.
- Expression that threatens or presents a violation of Summit Public Schools' Policy on Harassment, Intimidation, Discrimination and Bullying.
Expression that creates or threatens a substantial disruption of the orderly operation of the school.
- Expression that impinges on the rights of others.
Vulgar, lewd, obscene, and plainly offensive speech or conduct; and
- Expression that is libelous or slanderous.

Distribution of Circulars, Newspapers, and Other Printed Matter

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

- Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Summit school site Administrator designee at least one school day prior to distribution.

- Distribution, free or for a fee, may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the Summit school site Administrator).
- The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.
- The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Summit school site Administrator).
- Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the adviser or advisers of pupil publications to supervise the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.
- There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. Summit officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

Buttons, Badges, and Other Insignia of Symbolic Expression

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

Use of Bulletin Boards

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and Summit administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech.

Organized Demonstrations

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt of the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by the school to participate in the activity.

Enforcement

1. The Summit school site Administrator or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.
2. Any student may appeal the decision of the Summit school site Administrator who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.
3. The Summit school site administrator shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.
4. The Summit school site administrator shall inform Students who the administrator knows or should know are considering actions in the areas covered by this Policy of the possible consequences of their action under each specific circumstance.
5. This Policy does not prohibit or prevent the Summit Governing Board from adopting otherwise valid rules

and regulations relating to oral communications by pupils upon the premises of each Summit school.
6. No Summit employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Constitution of this state.

Policy on Harassment, Intimidation, Discrimination, and Bullying (including cyberbullying)

Summit Public Schools ("SPS") believes all students have the right to a safe and civil learning environment and this policy is hereby adopted to apply to all SPS charter schools. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, SPS prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, "discrimination, harassment, intimidation, and bullying" describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, SPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond to, and address any reports of such behaviors in a timely manner. SPS staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Legal Definitions:

"**Bullying**" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by SPS.

Bullying may be, but is not limited to:

- ***physical*** (hitting, kicking, spitting, pushing)
- ***verbal*** (taunting, malicious teasing, name calling, threatening)
- ***emotional*** (spreading rumors, manipulating social relationships, extorting, or intimidating). Bullying can occur face-to-face or in the online world.
- An **"electronic act"** (see below)

"**Electronic Act**" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, or image.
2. A post on a social network Internet Web site including, but not limited to:
    1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    2. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

<u>Reporting</u>
All faculty and staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to the Principal or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels s/he is a target of such behavior should immediately contact a teacher, counselor, principal, or staff person so that s/he can get assistance in resolving the issue consistent with this policy.

SPS acknowledges and respects every individual's rights to privacy. To that end, consistent with legal requirements, all reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible.

SPS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or work assignments of the reporter.

<u>Investigation</u>
Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor, or affiliate of SPS, the Director or designee will promptly initiate an investigation. At the conclusion of the investigation, the Director or designee will notify the complainant of the outcome of the investigation. However, in no case may the Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

Complaints shall be investigated and resolved within thirty (30) school days, unless circumstances reasonably require additional time.

All records related to any investigation of discrimination, harassment, intimidation, or bullying will remain in a secure location in the Main Office of SPS.

In those instances when the complaint filed under this policy also requires investigation under the Uniform Complaint Procedures, such investigation will be undertaken concurrently.

Appeal

Should the Complainant find the Director or designee resolution unsatisfactory, s/he may within five (5) school days of the date of resolution, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final disposition.

Consequences

Students who engage in discrimination, harassment, intimidation, or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of SPS.

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Summit Public Schools: Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Summit Public Schools ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to the Charter School and serves the best interests of the Charter School's pupils and their parents/guardians. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Director's office.

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

No student shall be involuntarily removed (disenrolled, dismissed, transferred or terminated) by the School for any reason, unless the parent or guardian has been provided written notice at least five school days before the effective date of the removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of the removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws, including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

d) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

f) Committed or attempted to commit robbery or extortion.

g) Caused or attempted to cause damage to school property or private property.

h) Stole or attempted to steal school property or private property.

i) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

j) Committed an obscene act or engaged in habitual profanity or vulgarity.

k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

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r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for

the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

d) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

e) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

f) Committed or attempted to commit robbery or extortion.

g) Caused or attempted to cause damage to school property or private property.

h) Stole or attempted to steal school property or private property.

i) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

j) Committed an obscene act or engaged in habitual profanity or vulgarity.

k) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

   1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

      i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be subject to expulsion.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference
   Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director.

   The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians
   At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion
   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

   This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled upon the recommendation of an Administrative Panel with the approval of the Chief of Schools or their designee. The Administrative Panel should consist of at least three members who are certificated and are not an instructor of the pupil. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within a reasonable number of days after the Director or designee determines that the pupil has committed an expellable offense.

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The Administrative Panel will hear the case, and will make a recommendation to the Chief of Schools or their designee for a final decision whether to expel. The hearing shall be held in compliance with all pupil confidentiality rules under FERPA. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Chief of Schools or their designee. The final decision by the Chief of Schools or their designee shall be made within ten (10) school days following the conclusion of the hearing. The decision of the the Chief of Schools or their designee is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee following a decision of the Chief of Schools or their designee to expel shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Summit Public Schools Chief of Schools or their designee's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the discretion of the Director and the Chief of Schools or their designee following a meeting with the Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Chief of Schools or their designee following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students With Disabilities

1. <u>Notification of SELPA</u>

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which would constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. **Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state

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and federal law, including 20 U.S.C. Section 1415(K), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Summit Attendance Policy

Family Expectations

Every student's parent or guardian is responsible for ensuring their child arrives on time to school every school day either by drop off, carpool, or other safe transit. Students should have a safe way to get home after school or when they are done with their afterschool activities.

Where notice prior to day of absence is possible, a student's parent/guardian must call (510) 374-4093 (MS) or (510) 374-4408 (HS) to speak with the Operations Manager/Office Assistant regarding the date(s) and time(s) their student will not attend class or leave a message on the attendance line with this information. Where advanced notice is not possible, parents/guardians should call (510) 374-4093 (MS) or (510) 374-4408 (HS) before school begins on the day the student will be absent for all or part of the school day.

To ensure the well-being of all our students, Summit has closed campuses. Once students arrive, they are expected to stay on school grounds until the end of the regularly scheduled school day. Students can be excused during the day before dismissal if a parent/guardian picks them up from school directly. Parents/guardian can also give **written or verbal permission** for someone else to pick them up or for the student to be release on his/her own. Anyone who is not a parent/guardian picking up a student must be listed on file at the school as an emergency contact or pre-authorized by the parent/guardian for pick-up. Written permission may be a text or email from a phone number or email address, respectively, of someone authorized for pick-up. Verbal permission may be a call or voicemail from a verified phone number.

Whoever picks up the students is expected to check in at the front desk and sign the student out. Students may be released by phone by a parent/guardian or designee from a verified phone number. Parents picking up students at the end of the regularly scheduled school day do not need to sign their students out. When appropriate, Summit informs a parent/guardian when a student who is 18 or older signs in and/or out during the day.

Summit K2 may excuse students from the school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. See the appendices for more information about confidential medical release.

Summit K2 values creating a safe, positive, and participatory environment for all students. Consistent student attendance is essential for this goal, and absences for any reason should be minimized or avoided when possible. Students will be considered to have an "excused" absence or tardy if they provide a written note signed by a parent or guardian that indicates they were absent because of illness, medical appointments, bereavement/death in the family, or appearance in court. Students or families are expected to provide this note to the front desk upon the student returning to school. This note can be an email from the email account on file for the parent/guardian. Students who are absent or tardy for other reasons and/or do not have a note signed by a parent/guardian will be marked as unexcused.

Parents/guardians can also excuse an absence or tardy by calling (510) 374-4093 (MS) or (510) 374-4408 (HS) from a verified phone number and either talking with the Operations Manager/Office Assistant or leaving a voicemail with a valid excuse.

Student Expectations

Students at Summit K2 are expected to arrive on time to every class or meeting with their teachers and mentors, every day. This means being present for each class at the appropriate start time. Students know their class schedule, which room each class is in, what time it starts and ends, and know how to use time during passing and break periods to arrive to their next class or meeting on time.

Students who are late arriving to school by more than 10 minutes are expected to sign in at the front desk and receive a tardy pass before going immediately to class. Upon entering, students will provide teachers with the tardy pass and join the class with minimal disruption to teaching and learning. Students who are more than 30 minutes late without a valid excuse will be considered truant.

During the day, students who are arriving late to class will need to get a tardy pass before returning immediately to class.

Students who are more than 30 minutes late or absent from class for more than 30 minutes without a valid excuse will be considered truant.

When a student is absent, it is their responsibility to make a plan that compensates for the time missed. A student who is absent is expected to email each teacher whose class they missed and the student's mentor, communicating the date, time, and reason behind their absence. When possible, this email should be sent well ahead of the absence. The student should communicate his/her plan to make up the missing work or activities and ask for feedback from the teacher. When necessary, the student may ask the teacher for input or may ask their mentor for support in making or managing such a plan.

Mentor check ins are incredibly important. Students are building relationships with their Mentor, who is the student's coach, advocate, and college counselor. Mentors are critical to supporting students in becoming Self-Directed Learners, and building skills which will support them in college and throughout their careers. Students must contact their Mentor in person or via email to arrange another time to meet when they will be absent during their regularly scheduled check in. Where advanced notice is not possible, students must contact their Mentor in person or via email as soon as they are able to arrange another time to check in.

Excusing Absences or Tardies

Absences and tardies from school shall be excused only for health reasons, family emergencies and justifiable personal reasons. A student's absence and tardy shall be excused for the following reasons:

Note: The school has the discretion to include other reasons that are considered valid excuses.

1. Personal illness
    a. When a student has had more than 2 consecutive absences and/or 10 total absences in the school year for illness, any further absences for illness must be verified by a physician to be excused.
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometrical, chiropractic or psychiatric/counseling appointments;
4. Attendance at funeral services for a member of the immediate family:
    a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
    b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household
5. Jury duty in the manner provided by law;
6. Justifiable personal reasons, when accompanied by a written request by the parent or guardian and approved by the School Leader or his/her designee, including, but not limited to:
    a. Appearance in court
    b. Attendance at a funeral service
    c. Observance of a holiday or ceremony of his/her religion
    d. Attendance at religious retreats
    e. Attendance at an employment conference
    f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
7. Serving as a member of a precinct board for an election pursuant to Elections Code § 12302.
8. Spending time with a member of the pupil's immediate family, who is an active duty of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this section shall be granted for a period of time to be determined at the discretion of the Executive Director.
9. If a student is the custodial parent of a child, his/her absence shall be excused when the child is ill or has a medical appointment during school hours.
10. For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.

Students absent for the reasons deemed "excused" shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written or email note to School Leader, Operations Manager or Office Assistant from a parent/guardian.
2. Conversation, in person or by telephone, between the School Leader, Operations Manager or Office Assistant verifying employee and the student's parent/guardian. The employee shall subsequently record the following:
    a. Name of student;
    b. Name of parent/guardian;
    c. Name of verifying employee;
    d. Date or dates of absence; and
    e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
    a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
    b. When a student has had more than 2 consecutive absences and/or 10 total absences in the school year for illness verified by methods listed in #1-#3 above, any further absences for illness must be verified by a physician.

Satisfactory explanation must be provided within 5 school days of return to school in order for the absence to be excused.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours.

At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students and to all students in grades 7 through 12, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian.

Students in grades K-6 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Students in grades 7-12 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointments.

All excused tardies requires appropriate verification and documentation.

Extended Absences

Students who are absent for an extended period time may be eligible for independent study. If you anticipate that your student might be absent for one or more days due to health reasons, family emergencies or justifiable personal reasons, please contact your school’s Operations Manager or Office Assistant immediately.

Excessive Absences or Tardies

If students struggle to meet our expectations of attendance, to embody our core characteristics and to develop into responsible, college-going community members, Summit Public Schools develops logical consequences where there is a focus on accountability, repairing harm and reintegrating students into the community.

The objective of our absence and truancy policy is for students to attend school consistently so that they are advancing towards their academic goals and are contributing members of our school community. Like our graduated discipline plan, we have increasing levels of interventions to support students and families in meeting this objective.

Note that in the table below, all counts of absences and tardies are for a single school year.

Trigger	Concern	School actions
2 unexcused full day absences OR 2 unexcused tardies or class session absences during the day OR combination thereof	**Student is at risk for truant behavior**	● Send Truancy Letter #1 with copy of the truancy policy and make phone call home.
3 unexcused full day absences OR 3 unexcused tardies or class session absences during the day exceeding 30 minutes OR combination thereof	**First notification of truancy**	● Send Truancy Letter #2. ○ The first time a truancy report is required, the pupil may be personally given a written warning by any peace officer specified in Section 830.1 of the Penal Code. ○ A record of written warning may be kept at the school for a period of not less than two years, or until the pupil graduates or transfers, from that school. If the pupil transfers, the record may be forwarded to any school receiving the pupil's school records. ○ A record of the written warning may be maintained by the law enforcement agency in accordance with that law enforcement agency's policies and procedures. ● Hold Attendance Restorative Conference with student, mentor and school leader. ● Schools must be available if families request a meeting. ● [Student may also be required to attend makeup classes conducted on one day of a weekend.]
4 unexcused full day absences OR 4 unexcused tardies or class session absences during the day exceeding 30 minutes OR combination thereof	**Second notification of truancy**	● Send Truancy Letter #3. ● Hold Attendance Review Meeting with student, family, and school leader to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance. ● [Student may also be assigned by the school to an after-school or weekend study program located within the same county as the student's school. If the student fails to successfully complete the assigned study program, the student shall be subject to classification as a habitual truant.]
5 unexcused full day absences OR 5 unexcused tardies or	**Third notification of truancy; student is habitual truant**	● Send Truancy Letter #4. ● Refer student to a school attendance review board (SARB) or to the county probation department; student, parent and referrer must attend. ● Student may also be referred to a probation officer or

class session absences during the day exceeding 30 minutes OR combination thereof		district attorney mediation program pursuant. ● If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to the jurisdiction of the juvenile court.
6 unexcused full day absences OR 6 unexcused tardies or class session absences during the day exceeding 30 minutes OR combination thereof	**Fourth notification of truancy**	● The student shall be within the jurisdiction of the juvenile court that may adjudge the pupil to be a ward of the court. If the student is adjudged a ward of the court, the student shall be required to do one of the following: ○ Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph. ○ Payment of a fine by the student of not more than fifty dollars for which a parent or legal guardian of the student may be jointly liable. ○ Attendance of a court-approved truancy prevention program. ○ Suspension or revocation of driving privileges. This subdivision shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program.
Absent from school without a valid excuse for 10% or more of the school days in one school year, from the date of enrollment to the current date	**Student is chronic truant**	● Send Chronic Truancy Letter ● A District Attorney may exercise his or her authority to charge the parent of a chronically truant student with a criminal misdemeanor, under Penal Code section 270.1, when the guardian has failed to reasonably supervise and encourage the child's attendance. This may result in fines or imprisonment for the parent/guardian.

I acknowledge that I have received a written copy of the Attendance Policy, that I fully understand the terms of this policy, that I agree to abide by these terms, and that I am willing to accept the consequences of failing to follow the policy.

____ ____________________

Student Date

____ ____________________

Parent/Guardian Date

Confidential Medical Release Policy

School officials may (release) excuse a student from school for the purpose of obtaining confidential medical services without the knowledge or consent of a parent/guardian for students in grades 7-12 (E.C. 46010.1). Medical-care related to pregnancy prevention/treatment, treatment of an infectious, contagious or communicable disease or diagnose/treat rape/sexual assault; drug or alcohol related, mental health treatment, counseling or residential shelter services or HIV testing qualifies.

The student shall meet with the Operations Manager, Executive Director or designated staff member to request approval to leave campus for confidential medical care. School staff releasing students for confidential medical services must assess whether or not the student's request is reasonable. For example, it may not be reasonable to release a student for services if the student has requested this kind of release on multiple occasions and did not access the services and/or there is reasonable suspicion that the student is not actually going to access the services. *However, school staff shall not ask the purpose of an appointment for confidential medical services*. The staff member shall inform the student of their responsibility to obtain and provide proof of treatment or appointment. It is recommended that the designated school staff member follow up with the student as necessary.

School staff may not provide or arrange for transportation for the student to the services or accompany the student to the medical services. School staff should not assume any responsibility for the student once the student leaves the school grounds. For example, school staff should not walk the student from the school to a bus stop.

Summit may not require that students obtain written parental permission prior to releasing them from school to receive confidential medical services and may not notify parents/guardians when students leave school to obtain such services. Parents are notified about the right to be excused from school for confidential medical services when they are provided with the Student and Family Handbook, which is signed at the time of enrollment.

A student's absence, when released from school, shall be recorded in Illuminate as Medical (M) in coordination with the Operations Manager and the Executive Director. The absence shall be cleared from any automated call system and parents shall not be notified of the absence. Any written verification regarding confidential medical services shall not appear in students' school records and shall be kept in a separate confidential file in a designated location.

Summit Suicide Preventional Policy

Our suicide prevention policy has guidelines for suicide prevention, intervention, and postvention. It covers actions that take place in the school, on school property, at school-sponsored functions and activities, and at school sponsored out-of-school events where school staff are present. It applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. It also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

Prevention

Staff Professional Development

All staff will receive annual professional development on the problem of youth suicide, common risk factors related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if they encounter a student who is threatening suicide, and best practices for intervention after a suicide ("postvention").

Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials will be integrated into our health curriculum. The content of these age-appropriate materials will include:

1. The importance of safe and healthy choices and coping strategies.
2. How to recognize risk factors and warning signs of mental disorders and suicide in oneself and others.
3. Help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

In addition, schools may provide supplemental small group suicide prevention programming for students.

Publication and Distribution
This policy will be distributed annually and included in all student and teacher handbooks.

Intervention

Assessment and Referral
When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse, Executive Director or other designee will fill this role until a mental health professional can be brought in.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The Executive Director will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or Executive Director will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

In-School Suicide Attempts
In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or Executive Director will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the Executive Director regarding in-school suicide attempts.
7. The Executive Director will engage as necessary staff to assess whether additional steps should be taken to ensure student safety and well-being.

Re-Entry Procedure
For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the Executive Director, or designee will meet

with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

Out-of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student's parent or guardian.
3. Inform the school suicide prevention coordinator and Executive Director.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Parental Notification and Involvement

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the Executive Director, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the Executive Director or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the Executive Director, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

Postvention/Response

The Executive Director will complete, or designate the completion, of the following steps:

1. Verify the death. Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.
2. Assess the situation. The Executive Director will meet with staff to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. Staff will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
3. Share information. Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement

that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The Executive Director may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

4. Avoid suicide contagion. It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The Executive Director will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the Executive Director will review suicide warning signs and procedures for reporting students who generate concern. The Executive Director should also review these warning signs and procedures in the event of a suicide occurring on another school campus that is co-located with the school.
5. Initiate support services. Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The Executive Director will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, the Executive Director will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.
6. Develop memorial plans. The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

External Communication

The Executive Director or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

1. Keep the Chief of Schools or designee informed of school actions relating to the death.
2. Consult the Director of Communications before engaging in any external communication.
3. Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
4. Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Summit Meal Charge Policy

All Summit families will be asked to complete a meal eligibility application every year. Families can find assistance with applying for free or reduced price school meals by contacting the Operations Manager.

For families who don't qualify for free and reduced price school meals, Summit charges meals at the time of service and sends invoices homes to families at the beginning of every month. Payment for balances is expected by the end of the month and can be made by check, cash or online using a credit card. Summit strongly encourages families to prepay for their children’s meals.

If families need assistance with paying for their children’s meals or debt they can contact the Operations Manager about resources such as repayment plans.

While Summit will continue to serve meals to students with delinquent meal charges, progress reports, transcripts, and diplomas can be withheld until balances are fully paid.

Food Sales and Outside Food Policy

Summit participates in the National School Lunch Program and serves breakfast and lunch daily for all students. We also allow students to bring their own meals to school or for parents to drop off individual meals for students. This ensures the health and safety of every student. In some rare cases, special community celebrations will include food organized by faculty or parents. These celebrations take into consideration student health and food safety guidelines.

In order to maintain a safe, focused learning environment and operate within the local health code, we require that students and families respect the following rules:

- Students are not permitted to distribute or sell communal food to other students at school during school hours
- Students or families may not order food to be delivered at the school. A parent who drops off food for their child must personally give the food to an adult at the front office and we will ensure that the student receives it. Parents may only bring lunch for their individual child.
- Students are not allowed to leave campus to get food from a parent or anyone else
- Any food sales must be approved by the Operations Manager as a school-sponsored fundraiser that meets school and federal guidelines

If any of these rules are not followed, an administrator will hold the food until the end of the school day and/or contact a family member to pick up the food.

Summit Technology - Internet and Device Acceptable Use Policy

Introduction

Welcome to the document that explains our electronic policy! Although this is a long and detailed policy, it is very important that you read it thoroughly because it explains everything you need to know about using the Internet, computers and other devices at a Summit school. It is your responsibility to use the Internet in ways that follow and support this policy.

All electronic usage throughout the Summit schools, including the things you do on a day to day basis, will be governed by this policy document. Your use - or misuse - of any electronics while at school will be interpreted according to this policy.

If you have any questions about the expectations set out in this document, please contact the Executive Director and or school administrator of your school site.

General Principles of Access

Summit Public Schools (SPS) provides access to the Internet, including access to e-mail, for its schools, faculties, students, and guests. Guests include but are not limited to parents, student teachers, temporary employees, parent volunteers, and other school volunteers. All Internet access, including the use of e-mail, occurs through SPS’s system.

This Internet and Device Acceptable Use Policy governs all electronic activity, including e-mail and access to the Internet, which is undertaken by SPS faculties, students, and parents/guardians either in their official SPS capacity or as part of the educational, instructional or extracurricular programs connected to the SPS. No SPS faculty member, student, guest or parent/guardian may engage in activities prohibited by this policy, whether through the SPS's Internet service or through any other Internet Service Provider, for whatever reason. Parents are strongly encouraged to discuss and monitor their child's school Internet use and to discuss any issues or concerns that they may have with the school's teacher and administrators. All use of the Internet will be governed by this policy.

Technology Team Responsibilities

1) The Chief Technology Officer, or his/her designee, will serve as the coordinator to oversee Internet access on SPS systems.

2) The Executive Director and designated administrators of each school are responsible for the dissemination of this Internet and Device Acceptable Use Policy and they will work to enforce this policy on their site.

3) SPS reserves the right to revise this Internet and Device Acceptable Use Policy as it deems necessary. The most current policy will be linked through the Family Handbook.

Limitation of Liability

1) SPS makes no warranties of any kind, either express or implied, that the functions or the services provided by or through the SPS system will be error-free or without defect. SPS will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. SPS is not responsible for the accuracy or quality of the information obtained through or stored on the system. SPS will not be responsible for financial obligations arising from a user's unauthorized use of the system.

2) Users will indemnify and hold SPS and its respective schools harmless from any losses sustained by SPS as a result of intentional misuse of the system by user.

Content Filtering

SPS has installed Internet filtering software in a best-effort attempt to block user access to inappropriate and/or harmful content on the Internet. No filtering technology is perfect, and this technology may occasionally fail. In the event that the filtering software is unsuccessful and students gain access to inappropriate and/or harmful material, SPS and individual school sites will not be liable.

SPS filtering systems adhere to the US Congress enacted CIPA (Children's Internet Protection Act) guidelines, updated 2017: http://www.fcc.gov/guides/childrens-internet-protection-act

The filter is set at the most restrictive setting in restricting access to Internet sites that may contain interactive chat or mail or information regarding:

- Sex acts
- Sex attire
- Sex/nudity
- Sex/personal
- Basic sex education
- Advanced sex education
- Sexuality
- Sports
- Gambling
- Pornography
- Hacking
- Proxy avoidance
- Addictions
- Forums
- Social Networks
- Violence
- Streaming Music
- Non Academic Videos

- Illegal Drugs
- Weapons
- Criminal Activity
- Chat
- Torrenting
- Hate and Intolerance

Regulations of Access

1) Important Consequences of Access

a) SPS will always cooperate fully with local, state, or federal officials in any lawful investigation concerning or relating to any illegal activities conducted through the SPS system.

b) Internet access is a privilege, not a right, and all students should be aware that SPS may revoke Internet access for any reason. If a student's access is revoked, SPS will provide an explanation for the revocation and the school site will ensure that the student continues to have equal access to participate in the educational program.

c) It is very important for students and families to understand that violations of this Internet and Device Acceptable Use Policy DO count as disciplinary actions. All violations of this policy will be addressed according to the graduated discipline plan of the school that the student attends. Students and their families WILL have to meet specific concerns related to the violation and cooperate with the school to help the student acquire the specific behaviors necessary to behave appropriately on an electronic network.

2) Privacy

Users of the SPS system should understand that there is no expectation of privacy on this system.

a) SPS reserves the right to monitor the use of the Internet through its system, at all times. SPS will collect and store information about usage which includes, but may not be limited to, the date and time a user visits the site and information about the user's activities while online. Except as otherwise specified in this Internet and Device Acceptable Use Policy, SPS will not use cookies to gather personal identifying information about any of its users (cookies are computer programs that store information about a user on a computer hard drive or disk and allow SPS, among other things, to verify whether a visitor is an authorized user of the SPS system.) Personal identifying information includes, but is not limited to, names, home addresses, e-mail addresses and telephone numbers.

b) As required by the Children's Internet Protection Act ("CIPA"), SPS will monitor students' online activities. Such monitoring may lead to discovery that the user has violated or may be violating, SPS Internet and Device Acceptable Use Policy, the student handbook, or the law. SPS also reserves the right to monitor other users (e.g., non students) online activities.

c) SPS reserves the right to employ and review the results of software that searches, monitors and/or identifies potential violations of the Internet and Device Acceptable Use Policy.

d) Users should be aware that their personal files may be discoverable in court and administrative proceedings and in accordance with public records laws.

e) System users should have no privacy expectation in the contents of their personal files and records of their online activity while on the SPS system. SPS does not encourage users to store personal data on the SPS system - SPS cannot be responsible for the loss or damage of such data.

3) Parental Notification and Responsibility

a) Where appropriate, individual schools will provide students and parents with guidelines and instructions for student safety while using the Internet.

b) SPS Internet and Device Acceptable Use Policy contains restrictions on accessing inappropriate material. However, there is a wide range of material available on the Internet, some of which may or may not fit the particular values of students and families. While student internet use will be logged, it is not practically possible for

SPS to monitor and enforce a wide range of social values in student use of the Internet. Further, SPS recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. SPS strongly encourages parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through SPS system.

4) Access

a) Students will generally be provided with Internet access. This document describes the terms of that access. In addition, a school may decide to create a written agreement or "compact" with parents that expands the terms and responsibilities of the student, parent and school in further detail. However, that written agreement may not permit any Internet or e-mail activity prohibited by this Internet and Device Acceptable Use Policy, and it may not prohibit any such activity permitted by this Policy.

5) Limitations on Internet Usage

A) Personal Safety Violations For Students

SPS strongly recommends that all students follow the two guidelines below, at all times: i) students do not post or transmit photographs or personal contact information about themselves or other people.

ii) Students do not agree to meet with someone they have met online.

SPS does require that student users promptly disclose to their mentor or other school employee any electronic message they receive that is inappropriate or makes them feel uncomfortable.

B) Illegal Activities

All students should be aware that engaging in any of the following illegal activities will result in disciplinary action by their school.

1) Users shall not attempt to gain unauthorized access to the SPS system or to any other computer system through the SPS system, or go beyond their authorized access. This prohibition includes intentionally seeking information about passwords belonging to other users, modifying passwords belonging to other users, illegally obtaining wireless passkeys, or attempting to login through another person's account. Further, users may not attempt to access, copy, or modify another user’s files. These actions are not permitted and may be illegal, even if only for the purposes of "browsing.”

2) Users shall not attempt to subvert network security, impair the functionality of the network or bypass restrictions set by network administrators. Users are also prohibited from destroying data by spreading computer viruses or vandalizing data, software or equipment.

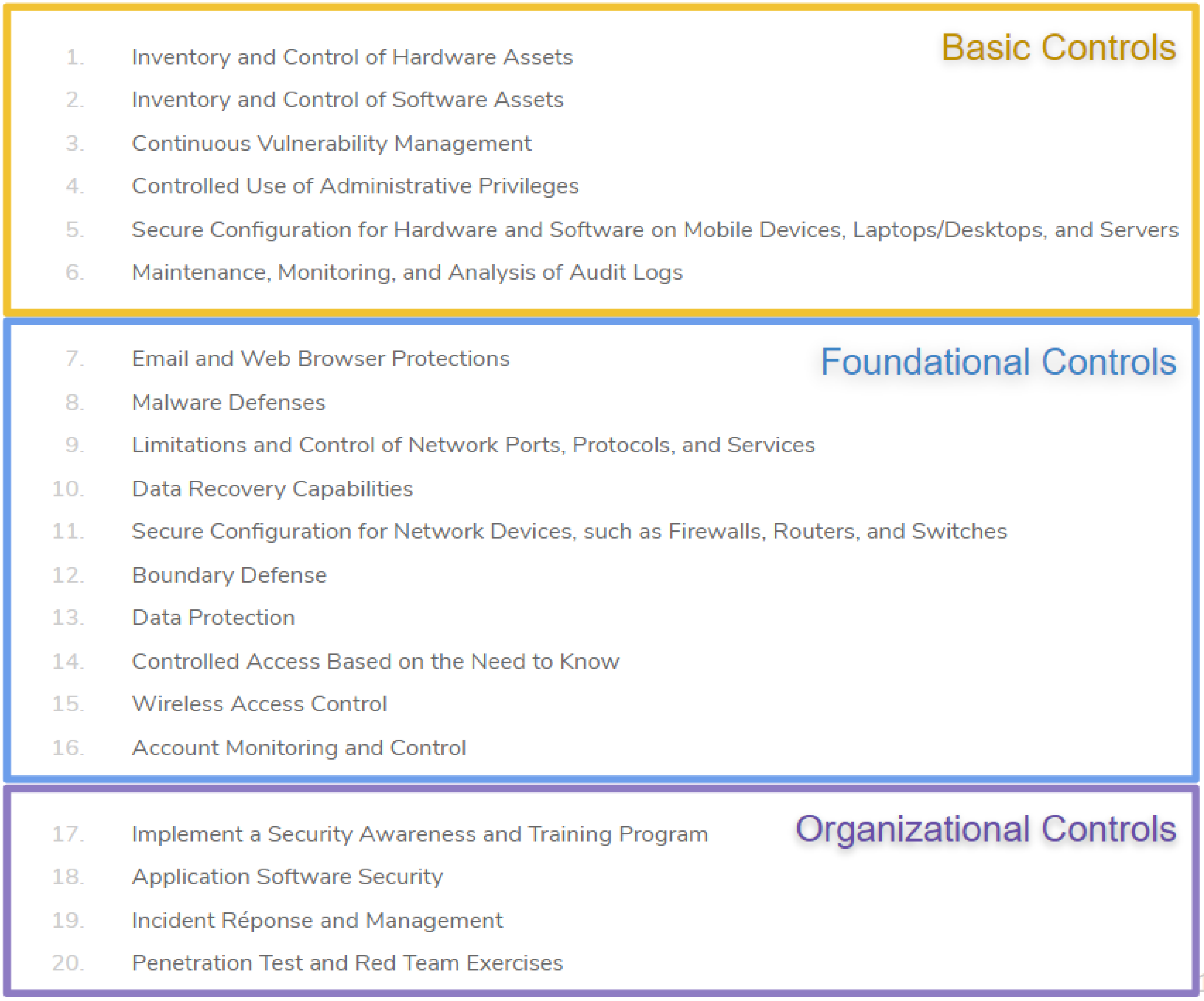
3) Users shall not use the SPS system to engage in any other illegal act, such as arranging for a drug sale, engaging in criminal gang activity, threatening the safety of a person, etc.

4) Users shall not use the SPS system to download illegal music, books, video, and software without payment to the originator.

5) Users shall not use software applications that have a continuous connection to the internet that is streaming steadily and consuming large amount of internet bandwidth (e.g. bit-torrent, etc) for the purpose of obtaining illegal content.

C) System Security

1) SPS has adopted the CIS Critical Security Controls v7, security framework to secure and protect student data.



Basic Controls

1. Inventory and Control of Hardware Assets
2. Inventory and Control of Software Assets
3. Continuous Vulnerability Management
4. Controlled Use of Administrative Privileges
5. Secure Configuration for Hardware and Software on Mobile Devices, Laptops/Desktops, and Servers
6. Maintenance, Monitoring, and Analysis of Audit Logs

Foundational Controls

7. Email and Web Browser Protections
8. Malware Defenses
9. Limitations and Control of Network Ports, Protocols, and Services
10. Data Recovery Capabilities
11. Secure Configuration for Network Devices, such as Firewalls, Routers, and Switches
12. Boundary Defense
13. Data Protection
14. Controlled Access Based on the Need to Know
15. Wireless Access Control
16. Account Monitoring and Control

Organizational Controls

17. Implement a Security Awareness and Training Program
18. Application Software Security
19. Incident Réponse and Management
20. Penetration Test and Red Team Exercises

2) Users are responsible for the use of their individual account if applicable and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide their password to another person, except for teachers who may require students to provide their passwords.

3) Student users will immediately notify a teacher if they identify a possible security problem (such as disclosure of their password to another person) and other users will immediately notify the technology team. Users should not attempt to uncover security problems because this may be construed as an illegal attempt to gain access.

4) SPS will install and maintain anti-virus software on each computer and or protection on the network as required. Updates, typically referred to as "virus definitions," will be updated as the manufacturer recommends.

D) Inappropriate Language

All students should be aware that using inappropriate language electronically can be damaging to others and may lead to disciplinary action.

1) Restrictions against inappropriate language apply to public messages, private messages, and material posted on Web pages.
2) Users will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, abusive or disrespectful language.
3) Users will not post information that could interfere with the educational process or cause a danger of disruption in the educational environment.
4) Users will not engage in personal attacks, including prejudicial or discriminatory attacks.
5) Users will not harass another person. Harassment is persistently acting in a manner that distresses or annoys

another person. If a user is told by a person to stop sending them messages, they must stop.
6) Users will not knowingly or recklessly post false or defamatory information about a person or organization.
7) Users should not repost a message that was sent to them privately without permission of the person who sent them the message.
8) Users should not post private information about another person.

E) Respecting Resource Limits

1) Users will use the system for educational and professional activities.

2) Users will refrain from downloading large files unless absolutely necessary. If necessary, users will download the file at a time when the system is not being heavily used.

3) Users will not post chain letters or engage in "spamming." Spamming is sending an annoying or unsolicited message to many people, except that an unsolicited message sent by a supervisor, relating to work activity does not constitute spamming.

4) Users will check their e-mail frequently and delete unwanted messages.

5) Users will not send e-mail containing commercial links unless the link is predominantly instructional in nature.

6) Users will not use the system to engage in harming or bullying.

7) Users should not expect assistance with exporting or importing their email for transference or archival.

F) Plagiarism and Copyright Infringement

1) Users will not plagiarize works that they find on the Internet. Plagiarism is taking the ideas or writings of others and presenting them as if they were original to the user.

2) Users will respect the rights of copyright owners and not infringe on those rights. Copyright infringement occurs when an individual inappropriately reproduces a work that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.

G) Access to Inappropriate Material

1) Users will not use the SPS system to access material that is profane or obscene (e.g., pornography), that advocates illegal or dangerous acts, or that advocates violence or discrimination towards other people (e.g., hate literature). For students, a special exception may be made if the purpose is to conduct research and is approved by the teacher.

2) If users inadvertently access such information, they should immediately disclose the inadvertent access in a manner specified by their school. This will protect users against an allegation that they have intentionally violated the Internet and Device Acceptable Use Policy.

H) Other

1) Users will not use the Internet for advertising, promotion, commercial purposes or similar objectives.

2) Users will not use the Internet to conduct for-profit business activities or to engage in religious activities. Users are also prohibited from engaging in any non-governmental-related fund raising or public relations activities such as solicitation for religious purposes, lobbying for political purposes, or soliciting votes. SPS is not responsible for this or any other commercial activity users engage in.

3) Users will not rebroadcast or piggyback on existing systems to create personal micro wifi hotspots at any of the schools.

E-mail Policy

Email resources are available to all Summit users. Every individual assigned a Summit email address will have the responsibility to use this resource in an efficient, effective, ethical and lawful manner.

A) Email Acceptable Use Guidelines

“Acceptable” e-mail activities are those that conform to the purpose, goals, and mission of SPS and to each user's responsibilities. Users shall have no right to privacy while using SPS internet or e-mail system. The following actions are prohibited:

1. Opening unknown e-mail attachments or introducing computer worms or viruses. Users are prohibited from performing any activity that will or may cause the loss or corruption of data or the abnormal use of computing resources (degradation of system/network performance).

2. Using e-mail services for private commercial or business transactions and any activity meant to foster personal gain.

3. Conducting non-SPS fund raising or public relations activities such as solicitation for religious and political causes or not-for-profit activities.

4. Transmitting threatening, offensive harassing information (messages or images) containing defamatory, abusive, obscene, pornographic, sexually oriented, racially offensive, or otherwise biased, discriminatory, or illegal material.

5. Attempting to subvert network security, impair functionality of the network, or bypass restrictions set by the network administrators. Assisting others in violating these rules by sharing information or passwords.

6. Distributing "junk" mail, such as chain letters, advertisements, or unauthorized solicitations.

B) Account Termination

1. Upon withdrawing from school, all student accounts will be deactivated, and data retained by SPS.
2. Alumni (graduates) of Summit Public Schools will retain access to their SPS email account.

REMINDER: SPS reserves the right to examine any/all e-mail or Internet correspondence for security and/or network management purposes. Violation of this e-mail policy may result in disciplinary action.

Device Use

The device resources of SPS are available to authorized students and parents for educational, research, and administrative purposes. In order to maintain this policy, it is essential that the users themselves observe reasonable standards of behavior regarding the use of the devices. The following actions are prohibited:

- Any attempt to modify or damage device, network, or software
- Any attempt to modify the original system configurations
- Improper use of the device equipment
- Installation or use of non-academic games on SPS systems
- Recreational game playing
- Unauthorized use of an SPS account belonging to another user
- Unauthorized reading, use of, or deletion of private files or email belonging to another user
- Sharing username and passwords with other users or any other person
- Any attempt to circumvent (hacking/bypass) system protection and security features
- Knowingly using any system to produce system failure or degrade performance
- Engaging in unauthorized duplication, alteration or destruction of data, programs or software
- Transmitting or disclosing data, programs or software belonging to others or duplicating copyrighted materials
- Use of device resources for private purposes, including, but not limited to, the use of device resources for profit making or illegal purposes

SPS reserves the right to investigate any of the above abuses, as well as any other interference with the proper functioning of the SPS network or infringements upon another user's rights. Any violation will result in disciplinary action. Consequences vary from school site to school site which may include suggested payments for damages and or restorative practices if payment is limited or not possible. The school’s Executive and/or Assistant Director will make the final decision.

a) Take Home Policy:
This Internet and Device Acceptable Use Policy continues to be applied to all students. The technology resources provided are intended for student learning, therefore the policies must be adhered to for both safety and compliance.

b) Chromebook Care Manual:
All students must adhere to the care manual to ensure their device is working properly. This guide has been provided to address in-school and out-of-school use. The guide is not comprehensive, rather it focuses on the most common guidelines and practices for taking care of student devices. An electronic version will be provided to all families during the start of the new academic year.

c) Mini-Sheet Device Care Manual:
All students will not alter or damage or discard the guide. The mini-guide is in reference to the Chromebook Care Manual and highlights the most important “to do” to ensure your device is properly working.

Bring Your Own Device (BYOD)

SPS does not formerly recognize or endorse student BYOD preferences, but understand the device preferences of each student. SPS strives to ensure every single student has a dedicated device to enable their academic success, hence are preferred and in our opinion best tool for student learning is the Google Chromebook. Our recommendation is based on our learning model, applicable standardized tests, and ease of intuitiveness for all learners.

a) Wireless Network Access:
Although we strive to provide maximum capability to all devices, due to our robust information security policies, we recommend only the most recent devices will most likely be compatible with our network and security standards. (Ideally, any device that is older than 4 years may have have challenges connecting to our network).

b) Online Content Filter:
Summit deploys content filtering to ensure compliance with the Children’s Internet Protection Act (CIPA). All internet content will be filtered as well as additional safeguards are implemented to limit excessively large bandwidth consumption activities.

c) Intrusion Detection and Prevention:
SPS has also implemented sophiscated IDP to address cyber external and internal malicious activities to ensure the network and its students are protected from attacks.

Cyberbullying

Bullying through the use of technology or any electronic communication (including, but not limited to, a transfer of signs, signals, writing, images, sounds, data or intelligence of any nature) transmitted by the use of any electronic device (including, but not limited to, a computer, telephone, cellular telephone, text messaging device or personal digital assistant) is prohibited. California anti-bullying laws is enforced by the following: California Education Code 32261-32262, 32265, 32270, 35294.2, and 48900.

These actions are prohibited:

- Flaming
- Denigration also known as "dissing”
- Bash boards
- Impersonation
- Outing
- Trickery
- Exclusion
- Harassment

- Happy slapping
- Text wars or attacks
- Negative Online polls
- Sending malicious codes
- Griefing

Users should always use good digital citizenship when posting or replying on the internet. Always be kind, have common courtesy, and be considerate to others. Displaying online social behaviors that model good cyber citizenship is important and encouraged.

Cyber Incidents

SPS believes in ensuring all students and faculty are safe online. All incidents reported will be thoroughly investigated by the Chief Technology Officer and members of the Information Security Committee and the Information Security Governance Team. The outcomes and additional actions will be handled by the Executive and its designated administrators at their respective schools.

a. Reporting an incident:
Report all concerns or incidents directly to school leaders.
b. Follow-up and Actions:
School leaders will coordinate and provide follow-up on all incidents or concerns reported.

Politicas de Medios de Communicacion Sociales

Proposito

Summit Public Schools (“Summit” o “SPS”) tiene la intencion de faclicitar estrictamente un ambiente de aprendizaje y ensenanza, formentar el proposito educativo y la mision de Summit and mission y a to protejer sus computadoras, dispositivos, sistemas, redes, informacion y datos contra el exterior y reisgos internos y vulnerabilidades. Estudiantes son jugadores importantes y criticos en la protecion de estos activos de SPS y en la reducion de reiesgos que puedan destruir estos activos importantes y criticos.

Consequentamente, estudiantes son requieridos a cumplir completamente con el Manual de Estudiantes y con esta politica de Medios Sociales, asi como el acuerdo de usario de Chromebook de Summit, y todas las demas politicas de SPS, reglamentos administrativos, terminos de uso de los sitios web de redas sociales y otros documentos legales, y leyes locales, estatales y federales.

Estudieantes tienen que imediatamente reportar must immediately reportar qualquier violacion o actividades sospechosas al Director Ejecutivo, al Subdirector o al decano de estudiantes. Conducta de al contrario dara lugar en acciones detallado en las consequencias inapropiado, no autorizado y illegal uso de la seccionaqui en otras politicas de SPS, regulacciones , leyes y procedimientos.

lineamientos

1. Estudieantes son responable por sus comportamientos ayun communicando con medios de communicacion sociales y seran responsables por el contenido de communicacion que el estudiante publica , y lo que afirman en medios de communicacion sociales. Usen buen juicio. Estudiantes son responsables por cumplir con Summit’s requesitos de conducta. Estudiantes no pueden interrumpir el ambiente de aprendizajer, programas educacionales actividades escolares,y los derechos de los demas.

2. En addicion, estudiantes seran requisitos a cumplir con politicas, regulaciones administritivas, leyes y procedimientos en cada sito de Escuelas SPS y/o programa en que el estudiante sera asignado o en

que participan. Si un estudiante cree que hay un conflicto con los requisitos el o ella tiene que cumplir, el o ella tiene que traer lo a la atenccion de la maestra o maestro al que en en turno asistara el estudiante.

3. Estos lineamientos de administracion aplican a todos los ambientes de SPS, si el medio de communicacion social es usado en propiedad de SPS, o mas alla de la propiedad de SPS (incluyendo but pero no limitado a una propiedad contractado por un tercero, como un telefono movil o computadora familiar).

4. En adiccion a los lineamientos previsito por la politica de medios de comunicacion sociales del districto scholar, Summit reserva el derecho de determinar si algun lineamiento apareciendo en la lista abajo constituta lo acceptable o inaceptable de uso de medios sociales (porfavor refiere a Summit Public School's Politica de Libertad de Expresion para mas detalles):

    - Expresion que cree o amenaza el peligro, y/o actos illegales.
    - Expresion que amenaza o presenta violacion de Summit Public Schools ' Politicas de hostigamiento, Inimidacion, Discriminacion y Acoso.
    Expresion que cree o amenaza interrupcion de la operacion ordena de la escuela.
    - Expresion que that impinges on the rights of others.
    Vulgar, lewd, obscene, and plainly offensive speech or conduct; and
    - Expression that is libelous or slanderous.
    - Students should state/post only what they want the world to see. Imagine your parents, the teachers, and the administrators visiting your social media. Essentially, once a student shares something it is likely available after (s)he removes it from the social media and could remain on the internet permanently.
    - Students should be cautious when they use exaggeration, colorful language, guesswork, derogatory remarks, humor, threats, and characterizations. It is difficult for readers to determine the seriousness of the statements/posts.
    - Students should run updated malware protection to avoid spyware, adware, spiders, bots, crawlers and other infections that may be placed on their social media and computer to obtain personal information, breach security, and cause various technology problems.
    - Students should stay informed and cautious for new problems in the use of social media.
    - Students should comply with the rules that have been established for Summit's educational social media when they use it.
    - Students shall not "follow," "add," or "friend" current Summit staff or teacher's personal accounts on social media networks, including (but not limited to) Facebook, Twitter, or Instagram (unless directed by a Summit teacher or staff member for educational purposes). We encourage students to follow the school's social media feeds for updates.

Consequences for Inappropriate, Unauthorized and Illegal Use

General rules for behavior, ethics, and communications apply when using social networking systems and information, in addition to the stipulations of this Policy and its accompanying administrative regulations.

Users must be aware that students who violate this Policy may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of SPS.

This Policy, and its accompanying administrative regulation, incorporate all other relevant SPS policies, such as, but not limited to, the Student Handbook, the Chromebook User Agreement, its accompanying administrative regulation, and guidelines, and copyright, property, curriculum, terroristic threat, vendor access, harassment, and discrimination policies.

LEA Title I Parent Involvement Policy

Our charter school recognizes and believes in the critical role parents play in their children's education, and we are committed to deepening the relationship and engagement between our parent community and our school. As such, our school - which acts as its own Local Education Agency (LEA) - adopts, and will enact, the following LEA Title I Parental Involvement Policy in compliance with Section 1118 of the Elementary and Secondary Education Act (20 USC §6318(a) – (f)).

This LEA Title I Parental Involvement Policy will establish policies, processes and supports to build, grow and refine meaningful consultation with the parents of our students. The policies, practices and supports set forth herein will be reviewed and revised annually. Our school will examine data regarding the effectiveness of this policy and the effectiveness of our school-level Parental Involvement Plan developed pursuant to this policy. In addition, we will identify barriers to parental engagement and will refine these policies, practices and supports to improve parental engagement if/as needed; these improvements will be jointly developed with our Title I parent community.

Involving Parents in the Joint Development of the LEA Policy & Plan

This policy was developed jointly with members of our Title I parent community. All parents were given the opportunity to provide input and feedback on the various components that constitute this policy by completing the parent survey.

The survey was distributed electronically to all parents and targeted outreach to Title I parents was conducted through phone calls and in person meetings. The survey was translated for parents who speak a language other than English and paper copies of the survey were made available for families will limited access to internet.

Survey results were analyzed according to various parent subgroups. Title I parent feedback was used to inform the development of our LEA policy and plan. We also shared the collected parent input with Summit Public Schools (the CMO), and Summit Public Schools incorporated the aggregated parent feedback into organization-wide strategies and practices.

Coordination, Technical Assistance, and Other Support

Our school is a part of Summit Public Schools, a charter management organization ("CMO"). As part of our services contract with Summit Public Schools, we have access to a Community Engagement Team, consisting of eight full time individuals, all of whom support various aspects of community outreach, family engagement, and communications. We can reach out and rely on all these individuals and their respective expertise whenever needed.

The Community Engagement Team works to build infrastructure, tools, and best practices across the organization to better support and engage families. The Community Engagement Team solicits and incorporates parent feedback in jointly developing organization-wide parent engagement strategies and support services, while also offering customized support and strategies for each school.

Building School & Parent Capacity for Strong Parental Involvement

Our school is committed to building staff and parent capacity through access to information and training in order to meet the following goals:

- Help parents develop skills to use at home that support their children's academic efforts and social development.
- Provide parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home.
- Build consistent and effective communication between the home and the school so parents may know when and how to assist their children in learning at home.
- Train teachers and administrators to communicate effectively with parents.

The Parent-School Compact will outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the way in which the school and parents will build and develop a partnership to help students achieve high academic performance.

Parental Right to Access to Teacher Qualifications

Parents also have the right to request the professional qualifications of their children's classroom teachers, including

- The teacher's qualifications to teach the subject matter
- The type of credential held
- The degree or graduate certificate held
- If services are provided by a paraprofessional, what type of services and the paraprofessional's qualifications

Coordinating & Integrating Title I Parent Involvement Strategies with Existing Family Engagement Program

Each year, our school will create an Annual Family Engagement Calendar & Plan by September 1st to meet the needs and desires of our parent/family community. This plan will reflect feedback provided by Title I parents through an annual survey, school performance review meeting, and parent meetings, and this plan will establish how it will achieve school-level goals for students and the community. The Plan will include parent events, communications, resources and services provided to families.

We will submit our final "Annual Family Engagement Calendar & Plan" to Summit Public Schools for review. Summit Public Schools will review the plan to ensure it implements best practices, incorporates the feedback of families, and is based on data-driven insights. If there are the same needs across multiple schools, Summit Public Schools will invest in creating shareable resources, researching and developing best practices, and/or developing tools and systems to address those needs more efficiently or effectively.

Specifically, our school will build strong parent involvement by:

- Empowering families to support their student's academic and personal success
- Empowering families to enhance the school's capacity and support its success
- Fostering a welcoming environment and a strong sense of community
- Providing forums for and seek meaningful feedback from families
- Providing professional development and support to our teachers on parent engagement

To achieve these goals, our school will establish practices that:

- provide at least bi-weekly communications to families about these opportunities as well as informing them about our academic program, school activities, important deadlines, and other relevant and important information.
- inform parents daily when students have unexcused absences or tardies.
- foster relationships between parents and a student's mentor.
- offer various parent events throughout the year, such as Back to School Night, Parent Education Nights, parent organization meetings, and community-building events, that help foster relationships among our community and better support our parents. These events should be on different days and times to reach more families.
- provide volunteer opportunities for parents to be involved to support their school and students' education.
- provide reasonable support for Title I parental involvement activities as parents may request.

Summit Public Schools also has built an online Summit Learning Platform that provides students, teachers, and parents real-time access to student coursework, grades, goals, action plans, and reflections. We provide parents a personal login at the start of the school year. This is a powerful tool for parents to both check in on their student's progress and performance, as well as to help them reflect on what they're doing well and how they can improve to reach both their academic and personal goals.

Involving Parents in the Process of Policy Review and Improvement - Annual Evaluation

At the close of every year, our school will provide Title I parents an in-person opportunity to evaluate our school's parent involvement policy and plan, review our school's academic performance and provide feedback on our school's strengths and areas for improvement. During this meeting, parents will also be asked to identify barriers to greater parental participation. Each year, we will incorporate this parent feedback into a revised LEA policy and/or plan, as needed, within 60 days of the meeting.

If an individual Summit charter school is identified as a "Program Improvement" (PI) school, this will be discussed at a separate parent meeting.

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Title I Parent Involvement in On-going School Activities- Removing Barriers to Participation

Summit K2 will actively promote the participation of Title I parents in all school activities and will work to identify barriers to participation. When identifying barriers to participation, particular attention will be paid to:

- parents who are economically disadvantaged;
- parents who are disabled;
- parents who have limited English proficiency;
- parents who have limited literacy; and
- parents of any racial or ethnic minority background.

Inclusion of Parents with Limited English Proficiency, Parents with Disabilities and Parents of Migratory Children

Summit Public Schools, to the extent practicable, will actively encourage and provide opportunities for participation to parents with limited English proficiency, parents with disabilities, and parents of migratory children. Similarly, each individual Summit charter school will actively engage and provide opportunities for participation to parents with limited English proficiency, parents with disabilities and parents of migratory children.

Parental Access to This Policy and Parental Notification of Changes to This Policy

At the start of every school year, our school will provide all its parents a written copy of this policy via the Student & Family Handbook. Moreover, we shall maintain a current copy of our parent involvement policy on site and available upon request. Parents shall be notified of any changes to this policy in a timely manner.

Expeditions Course Catalog

Coming soon!

Additional Policies

Student Walkouts

As Summit, we prepare our students to be contributing members of society. We support participation in walkouts as a form of advocacy. We are also committed to their safety, which is our highest priority. Students who want to participate in walkouts must stay on campus where faculty can supervise them and help ensure their well-being.

Service Animals

Summit recognizes that service animals may perform vital service functions for students with disabilities enrolled in the schools and for faculty and visitors with disabilities. In addition, instruction related to the care and treatment of animals teaches students a sense of responsibility and promotes the humane treatment of living creatures. Animals may be brought to school as service animals, as defined in Section 35.136 of Title 28 of the Code of Federal Regulations, subject to rules and procedures specified in the administrative regulations promulgated pursuant to this policy. School leaders and faculty shall ensure that these rules and policies are observed so as to protect students, staff, visitors, and animals.

Emotional support, therapy, comfort, or companion animals, which describe animals that provide comfort just by being with a person. are not considered service animals under the American Disabilities Act and are not permitted on school property.

International Students and Study Abroad Programs

While we encourage students to explore and pursue their passions, Summit schools are not certified in the Department of Homeland Security's Student Exchange Visitor Program. As such, we do not enroll foreign, non-immigrant students or operate a foreign student exchange program.

Students who are interested in studying abroad or participating in a foreign student exchange program should contact their mentor and School Leader.

Written and Verbal Translation

Summit serves a diverse student population. To best engage families, Summit translates notices, reports, statements, and records that we send home in English and Spanish in accordance with the California state law. If you need any communication in another language, please contact your school's Operations Manager or Office Assistant and we will do our best to translate them for you at no cost.

Uniform Complaint Procedure

SUMMIT PUBLIC SCHOOLS – UNIFORM COMPLAINT PROCEDURES

The Governing Board recognizes that Summit Public Schools ("SPS") has primary responsibility for ensuring that it complies with the applicable state and federal laws and regulations governing educational programs.

SPS shall follow the Uniform Complaint Procedures (UCP) when addressing complaints alleging:

- **Unlawful discrimination, harassment, intimidation, or bullying** against any protected group, including actual or perceived discrimination based on the actual or perceived characteristics of race or ethnicity, ancestry, national origin, nationality, ethnic group identification, religion, age, gender, gender expression, gender identity, genetic information, sex, sexual orientation, color, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

- **Failure to comply with state and/or federal laws and regulations** in consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs.

- A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

    b. "Pupil fee" means a fee, deposit or other charge imposed on pupils, or a pupil's parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

        i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
        ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

        iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

    c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.

    d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.

    e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.

- Complaints of noncompliance with the requirements governing the Local Control Funding Formula or Sections 47606.5 and 47607.3 of the Education Code, as applicable.

The Board acknowledges and respects every individual's rights to privacy. Discrimination, intimidation, harassment, and bullying complaints shall be investigated in a manner that protects [to the greatest extent possible] the confidentiality of the parties and the integrity of the process. SPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential except to the extent necessary to carry out the investigation, as determined by the Chief Executive Officer (CEO) of SPS or their designee on a case-by-case basis.

SPS prohibits any form of retaliation against the complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation, harassment, or bullying. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

COMPLIANCE OFFICER

The Governing Board designates the following compliance officer to receive and investigate complaints and ensure SPS's compliance with the law:

Keith Cantrelle
Summit Public Schools
780 Broadway
Redwood City, CA 94063
kcantrelle@summitps.org
Phone: (650) 260 - 3758
Fax: (650) 366 - 1892

The CEO shall ensure that employees designated to investigate complaints are knowledgeable about laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by CEO or designee.

NOTIFICATIONS

Uniform Complaint Procedures are distributed to every student and family in the Student – Family Handbooks that are sent home every year. Procedures are distributed at parent-teacher meetings, and to new students as part of the enrollment process. Procedures and forms are available at every SPS school site and the SPS Home Office. UCP are distributed to classified and certificated employees at the beginning of each school year. UCP are distributed in different languages to students of school where 15% or more students speak a primary language other than English. SPS also provides an annual written notification of the UCP to advisory committees, private school officials, and other interested parties (i.e., Adult Education).

Copies of the SPS complaint procedures shall be available free of charge.

PROCEDURES

The following procedures shall be used to address all complaints that allege a violation of federal or state laws or regulations governing educational programs. The compliance officer shall maintain a record of each complaint and subsequent related actions. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

1. FILING OF A COMPLAINT

Any individual, parent, public agency or organization may file a written complaint of alleged noncompliance. Complaints alleging discrimination, harassment, intimidation or bullying must be initiated no later than 6 months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred or 6 months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying. Written complaints shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

2. MEDIATION

Within 3 days of the receipt of the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If resolution is not reached at this level, the compliance officer will proceed with his/her investigation of the complaint.

The use of mediation shall not extend SPS's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

3. INVESTIGATION

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or his/her failure or refusal to cooperate in the investigation, or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

SPS will provide the investigator with access to records and/or other information related to the allegation in the complaint. SPS's refusal to provide the investigator with access to records and/or other information related to the allegation(s) in the complaint, or to otherwise fail to refuse or cooperate in the investigation or engage in any other obstruction of the investigation may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

4. SPS'S WRITTEN RESPONSE

The compliance officer will prepare a written report of the finding and decision within 60 days of receiving the complaint unless the complainant agrees in writing to extend the timeline.

SPS's decision will be reported in writing, sent to the complainant within 60 calendar days of receipt of the complaint. The decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The report will contain the following elements:

a) The findings of fact based on the evidence gathered.
b) Conclusion(s) of law
c) Disposition of the complaint
d) The rationale for such a disposition.
e) Corrective actions, if any are warranted.
f) Notice of the complainant's right to appeal the SPS's decision to CDE within 15 days.
g) Procedures to be followed for initiating an appeal to CDE.
h) For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
i) For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law, such complaint may be made at any time for the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of SPS's expectations. The report shall not give any further information as to the nature of the disciplinary action.

APPEALS TO THE CALIFORNIA DEPARTMENT OF EDUCATION

The complainant may appeal in writing to the California Department of Education (CDE) within 15 days of receiving SPS's response. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of SPS's decision.

Upon notification by the CDE that the complainant has appealed SPS's decision, the Director or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by SPS, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.
6. A copy of SPS's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by SPS when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which SPS has not taken action within 60 days of the date the complaint was filed with SPS.

CIVIL LAW REMEDIES

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of SPS's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until 60 days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if SPS has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

SUMMIT PUBLIC SCHOOLS – UNIFORM COMPLAINT PROCEDURE FORM

UNIFORM COMPLAINT PROCEDURE FORM

Last Name: ______________________________ First Name/MI: ______________________________

Student Name (if applicable): ___________________ Grade: _______ Date of Birth: ____________

Street Address/Apt. #: ____

City: ________________________________ State: ______________ Zip Code: _________________

Home Phone: ____________ Cell Phone: _______________ Work Phone: ______________________

School/Office of Alleged Violation: ____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education

☐ Career/Technical Education

☐ Child Development Programs

☐ Consolidated Categorical Programs

☐ Migrant and Indian Education

☐ Pupil Fees

☐ Nutrition Services

☐ Special Education

☐ Local Control Funding Formula

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:

☐ Age

☐Ancestry

☐ Color

☐Disability (Mental or Physical)

☐Ethnic Group Identification

☐ Gender / Gender Expression / Gender Identity

☐ Genetic Information

☐ National Origin

☐ Race or Ethnicity

☐ Religion

☐Sex (Actual or Perceived)

☐Sexual Orientation (Actual or Perceived)

☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

Signature: ____Date: __________________

Mail complaint and any relevant documents to:

Keith Cantrelle
Summit Public Schools
780 Broadway
Redwood City, CA 94063
kcantrelle@summitps.org
Phone: (650) 260 - 3758
Fax: (650) 366 - 1892

****

OFFICE USE ONLY
Date Received: ________________________________ by: ______________________________________

_______ Informal Complaint Date of Informal Resolution_____________________
_______ Formal Complaint Date of Formal Resolution______________________
_______ Not Resolved

Glossary of Summit Public Schools Terminology

Additional Focus Area: Students are encouraged, but not required, to complete this content for each course. These make up 9% of a student's grade in a course.

Ahead-of-track: Students who are consistently producing work above grade-level on the cognitive skills rubric AND who are who are ahead of pace for their Power Focus Areas.

Cognitive Skills: Higher-order thinking/life skills, such as critical thinking, communication, and problem-solving. These are the skills that will endure throughout students' lives and enable them to be successful in different situations.

Cognitive Skills Rubric: The single rubric Summit Public Schools uses to assess all projects across all grade levels and all sites. A student's Cognitive Skill Average comprises the bulk (70%) of their grade.

College Readiness (4 Elements): These are the elements our students will need to not only go to college, but to graduate and succeed in college and their career. The 4 elements are:

- Development of cognitive skills
- Acquisition of content knowledge
- Growth in Habits of Success
- Real-life experiences

Community Group: The mentor and his/her mentees form a Community Group.

Community Time: Community Time is a safe space for students to bond with their community group and mentor, express their thoughts and feelings, and build meaningful relationships. Students are with their Community Groups and engage in activities and discussions focusing on: Habits of Success development, community bonding, community and academic belonging, and college readiness.

Content: The subject-specific material from a class that can be studied independently, practiced, or memorized at a student's own pace. Content comprises 30% of a student's grade: 21% through Power Focus Areas, which are required, and 9% through Additional Focus Areas, which are optional, but highly encouraged.

Content Assessment: The test at the end of a focus area to assess a student's mastery. For most courses, 80% is passing. In AP courses, 70% is passing. These tests are largely multiple choice, though there are some examples of tests where students must type in their answers (called "Explicit Constructed Response").

Expeditions: Expeditions provides students opportunities to explore new or existing passions and discover their purpose through eight weeks of immersion learning. Over the course of the school year, students will have four Expeditions sessions of two weeks each, which occur approximately every six weeks.

Focus Area: For each project, students must learn specific content knowledge associated with it, which we call Focus Areas. Each Focus Area has an associated playlist with a diverse array of learning resources for students.

Growth Mindset: People with a growth mindset believe that abilities and intelligence can be developed through persistence and hard work. When students have a growth mindset, they focus on improvement, are resilient when facing setbacks, and are motivated to learn. People with a fixed mindset believe that their intelligence and abilities are fixed and are not within their control.

Habits of Success: The skills that you need to be successful in any situation whether it's in school, a job, or a relationship. These are skills like managing your stress, persevering through a challenge, working well with others, and demonstrating empathy.

Mentoring: One of the things that is unique and special about Summit is our mentoring program. Each student has a mentor who will be her/his coach, advocate, and college counselor. The mentor helps students set goals, create plans, and make good decisions -- the skills of becoming a self-directed learner.

Mentor Check-Ins: Mentors meet 1:1 with their mentees for 10 minutes to support our students in achieving their college and career goals. Students drive these meetings to discuss their proposed goals and plans for the coming week and reflect together on the past week. It is a unique time and space to push students on their Habits of Success and help set them up for success in all aspects of their school experience and college readiness.

Non-Negotiable: The founding non-negotiables of Summit Public Schools are:

- We have a high-performing teacher in every room, every day.
- Everyone is capable of graduating "college ready".
- There is no "tracking".
- We have a heterogeneous student population in school and in the classrooms.
- Students are physically and emotionally safe.
- Every student is known.
- Character education counts.
- We are a researched-based, best practice institution.
- Principles vs rules-based.
- We do more with less.

On-track: Students who are consistently producing work at grade-level on the cognitive skills rubric AND who are who are on pace for their Power Focus Areas.

Off-track: Students who are consistently producing work below grade-level on the cognitive skills rubric AND who are who are pacing behind for their Power Focus Areas.

Parent Partnership: Joint effort between parents/guardians and school/faculty to create a two-way dialogue and plan on how to best support the success of students and help them achieve their academic and personal goals.

Personalized Learning: The opportunity for students to customize their learning process, pacing, and practices based on prior knowledge, individual goal setting, Habits of Success, and academic goals.

Personalized Learning Time (PLT): Students learn the content knowledge (facts and information) they need for all of their courses during Personalized Learning Time. They work at their own pace and choose how they want to learn through a combination of online playlists, peer-to-peer coaching, and one-on-one tutoring from their teachers.

PLT at Home: Every week, students should be working through their playlists during PLT at Home, or homework. Though each student is different, students should plan on spending at minimum 6-10 hours a week on this homework. Generally, this averages to about 30-60 minutes a night in middle school and about 2 hours per night in high school, unless the student is on track with all of his/her playlists and content assessments.

Playlists: Diverse learning resources including texts, videos, presentations, exercises to help students and families learn content knowledge.

Power Focus Area: Students *must* complete these focus areas in order to pass a course and they account for 21% of a student's grade.

Project Time: Students have Project Time for all of their core courses in English, History, Math, Science, and Spanish (in high school). They develop deeper thinking and life skills, such as problem-solving, critical thinking, and communication skills through projects that mimic real world experiences.

Real-life experiences: Experiences in Expeditions and projects where students have authentic opportunities to apply their skills, knowledge, and behaviors so that they can connect their learning to passions and potential careers.

Self-Directed Learning Cycle: The cycle that students follow to ensure that they set and achieve their goals while learning through the process. The 5 steps of the cycle are:

- **Setting a Goal** -- Set a SMART (specific, measurable, attainable, relevant, and time-bound) goal that is challenging.
- **Making a Plan** -- Develop a plan to achieve that goal that has clear action steps and milestones.
- **Learning** -- Learn the content knowledge and skills you need to reach your goal.
- **Showing What You Know** -- Leverage your learnings to perform at the best of your ability to reach your goal.
- **Reflecting on Your Learning** -- Take time to reflect on your performance and understand what helped or hindered you in achieving the goal. Also think about how your performance affects other, or future, goals in your life.

Self-Directed Learning (5 Elements): To become a self-directed learners, students should demonstrate these 5 elements, or behaviors:

- **Challenge Seeking**: Self-directed learners know that they grow best by pushing themselves and embracing challenges.
- **Persistence**: Self-directed learners are persistent even when a task feels difficult and challenging.
- **Strategy-Shifting**: Self-directed learners realize when when it is time to shift strategies, even if it means starting to tackle the problem from scratch.
- **Appropriate Help-Seeking**: Self-directed learners feel comfortable asking for help from peers and teachers, and seek to understand the reasoning behind an answer.
- **Response to Setback**: Self-directed learners learn from failure. They may fail as often, and usually more often, than others. They don't get discouraged by these failures, but realize that these failures are opportunities to learn, shift strategies if necessary, and grow.

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Social-emotional learning (SEL): Social and emotional learning (SEL) is the process through which people acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Standardized Test: Any test that is given to students in more than one place is called a “standardized” test. There are “standard” rules for how the test is given and “standard” questions that everyone answers.

Summit Learning Plan (SLP): The Summit Learning Plan (SLP) is your student’s online dashboard for setting goals and tracking progress towards those goals. As a parent, the SLP will help you support your student’s academic success and college readiness at home. If you would like to see anything from your student’s current assigned work to a yearlong view of their progress, you can find that all on the SLP.

Summit Reads: Because reading is at the heart of learning, students have dedicated time to read books of their choosing every day. Depending on their individual needs, students will read in groups, independently or with a teacher.

Summit Solves: Students practice math problems every day during Summit Solves. Each student works on his/her personalized goals in Khan Academy, a world-renowned nonprofit that provides high-quality explanations and practice problems.

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Course Summaries, Curriculum & Assessment Plan

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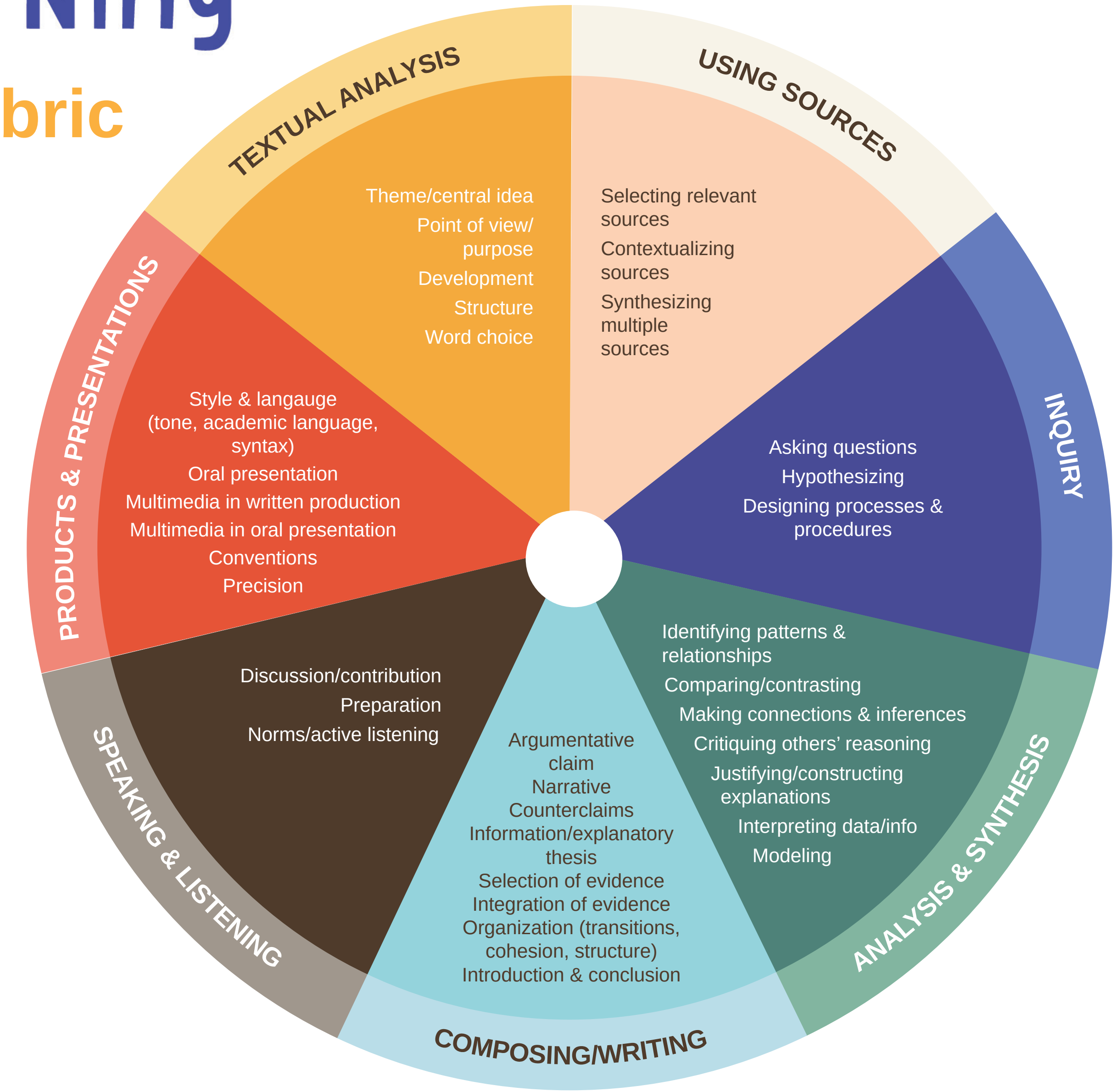
SUMMIT LEARNING™

Cognitive Skills Rubric

The Summit Learning Cognitive Skills Rubric is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills that are necessary for college and career readiness.

Through Summit Learning, students practice and develop cognitive skills in every subject and in every grade level. For each cognitive skill, students must score a six on a 0-8 point scale to demonstrate college and career readiness. Students progress along a continuum demonstrating competency in a skill as appropriate for their level of development and growth. We prioritize the development of cognitive skills; a student's score on the Cognitive Skills Rubric contributes more to a student's grade than does any other outcome measure.



TEXTUAL ANALYSIS
- Theme/central idea
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- Synthesizing multiple sources

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SCALE
Stanford Center for Assessment, Learning, & Equity

Developed in collaboration with the Stanford Center for Assessment, Learning & Equity. May, 2017.

Summit Learning Cognitive Skills Rubric

<table>
<tr><th colspan="9">Domain: Textual Analysis (Close Reading)</th></tr>
<tr><th colspan="9"><b>Dimension:</b> Theme/Central Idea</th></tr>
<tr><td colspan="9"><b>High-Level Description:</b> Determining theme(s)/central idea(s) with details that convey the central idea(s)</td></tr>
<tr><th>0</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th></tr>
<tr>
<td>No evidence of identifying a theme/main idea in a text.
OR
Identifies a topic and details loosely related to a theme/main idea.</td>
<td>Identifies a theme/main idea in a text and provides a few key details.</td>
<td>Identifies a theme/main idea in a text and uses key details to explain the theme/main idea.</td>
<td>Identifies a theme/main idea in a text using key details and
Elaborates on how key details support the main idea
OR
Uses key details to describe how characters/ speakers view events/topics.</td>
<td>Identifies a theme/central idea in a text and provides a limited explanation of how that theme/ central idea is developed through specific details.</td>
<td>Identifies a major theme/central idea in a text and provides an accurate explanation of how that theme/ central idea is developed through specific details.
Provides some explanation of how the theme/ central idea interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).</td>
<td>Identifies multiple themes/central ideas in a text and provides an accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).</td>
<td>Identifies multiple themes/central ideas in a text and provides a thorough, accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).
Where applicable, interprets theme/central idea through a critical lens or framework.</td>
<td>Identifies multiple themes/central ideas in a text and provides a sophisticated analysis of their development and interaction with each other and with supporting ideas or other elements in the text, including an evaluation of which theme/ central idea is the most significant and why.
Where applicable, persuasively interprets theme/central idea through a critical lens or framework.</td>
</tr>
</table>

Domain: Textual Analysis (Close Reading)

Dimension: Point of View/Purpose

High-Level Description: Analyzing the point of view or purpose of a character, narrator, and/or author/speaker and how that point of view influences the message or meaning of the text

0	1	2	3	4	5	6	7	8
No evidence of identifying the point of view of an author/narrator/speaker.	Identifies the author/narrator/speaker's point of view, and distinguishes it from own point of view.	Describes author/narrator/speaker's points of view. Compares and contrasts firsthand and secondhand accounts of the same event or topic OR Compares and contrasts the perspectives in first and third person narratives.	Describes how an author/narrator/speaker's point of view influences how events are described. Compares and contrasts the points of view represented in multiple accounts of the same event or topic.	Describes author's/speaker's point of view or purpose and clearly explains how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others and, where applicable, how the author acknowledges and responds to conflicting evidence or viewpoints.	Accurately describes author's/speaker's point of view or purpose and analyzes how that point of view or purpose is conveyed and developed through the use of relevant details in the text. Explains how author's point of view differs from others, including the limitations or biases of the author's/speaker's point of view. Where applicable, explains how the author acknowledges and responds to conflicting evidence or viewpoints.	Analyzes author's/speaker's point of view, including its development, limitations, biases, and differences from and responses to other points of view. Explains how author/speaker uses rhetoric or differences in point of view to create specific effects.	Analyzes author's/speaker's point of view, including its development, limitations, biases, and differences from and responses to other points of view. Analyzes author's/speaker's use of rhetoric or differences in point of view to create specific effects. Analyzes the effect of cultural experience on author's/speaker's point of view.	All of Level 7 PLUS: Identifies cases where the rhetoric or the development of point of view is particularly effective and analyzes how the point of view and/or rhetoric contributes to the power, persuasiveness, or beauty of the text.

Domain: Textual Analysis (Close Reading)

Dimension: Development

High-Level Description: Explaining the connection between events, ideas or concepts in a text using specific details.

0	1	2	3	4	5	6	7	8
No evidence of describing how individual actions, events, ideas/concepts, or steps in a procedure are connected to a sequence of events.	Describes characters in a story and explains how their actions contribute to the sequence of events. OR Describes the relationship between a series of events, ideas/ concepts, or steps in a procedure using language that pertains to time sequence or cause/effect.	Uses specific details in a text to... Describe in depth a character, setting, or event in a story. OR Explain events, ideas/concepts, or steps in a procedure in informational text, including what happened and why.	Uses specific details in a text to explain the relationship or interactions between two or more... Characters, settings, or events in a story. OR Events, ideas/ concepts, or steps in a procedure in informational text.	Explains how events, individuals, and/or ideas/ concepts interact within a text and contribute to the development of the storyline or theme/ central idea. Analyzes how the text makes connections and distinctions between or among key events, individuals, and/or ideas/ concepts.	Analyzes clearly and accurately the development of a complex event, individual (e.g., someone with conflicting motivations) and/or idea/ concept within a text. Analysis includes how the complex event, individual, and/ or idea/concept is introduced, explained, and developed, and how it connects, is distinguished from, and interacts with other elements in the text.	Analyzes clearly and accurately how a series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/ among them, and how they contribute to the development of the storyline or theme/central idea of the text.	Analyzes clearly and accurately how a complex series of events or ideas/concepts unfolds in a text, including when and how they are introduced and developed, the connections between/ among them, and how they contribute to the development of the storyline or theme/central idea of the text.	Analyzes clearly and accurately the development (e.g., introduction, unfolding, connections, interactions) of a complex event, individual, and/or idea/ concept or a series of complex events and/or ideas/concepts within a text. Analysis includes an evaluation of the effectiveness of the development.

Domain: Textual Analysis (Close Reading)								
Dimension: Structure								
High-Level Description: Analyzing an author's structural writing choices how they (3-5): contribute to the overall structure of the text; (6-12): affect the clarity and effectiveness of arguments, explanations, or narratives								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of structural analysis.	Identifies the key organizing features of a text. Describes how parts of text relate to or build on earlier sections of the text.	Describes the key organizing features in a text and the overall structure of the text.	Describes the key organizing features and sections in a text. Explains how those organizing features contribute to the overall structure of the text.	Accurately and thoroughly describes the key organizing features of a text. Analyzes how a particular sentence, paragraph, or section contributes to the development of the central idea/ theme of a text.	Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of a particular sentence, paragraph, or section in developing the central idea/ theme.	Accurately and thoroughly describes the key organizing features and sections in a text. Evaluates the effectiveness of particular sections in developing the central idea/ theme of a text, as well as other key ideas/claims or elements (e.g., tone, meaning) of a text.	Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative.	Efficiently describes the key organizing features and sections in a text. Evaluates the effectiveness of the overall structure of the text in developing the argument, explanation, or narrative, including whether the structure helps makes points clear and/or convincing, and the text engaging. When applicable, proposes structural changes that could improve the development of the argument, explanation, or narrative.

Domain: Textual Analysis (Close Reading)

Dimension: Word Choice

High-Level Description: Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium.or narratives

0	1	2	3	4	5	6	7	8
No evidence of analysis of author's word choice.	Identifies and defines academic, domain-specific words and phrases in the text relevant to understanding the topic or meaning of the text. (e.g., literal or nonliteral language).	Identifies and explains the meaning of academic, domain-specific words and phrases and/or literary allusions that impact the meaning or tone of the text.	Identifies and accurately explains the meaning of academic, domain-specific words and phrases and/or literary allusions that impact the meaning or tone of the text (e.g., figurative language such as metaphors and similes).	Identifies words and phrases that impact the meaning and/or tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings); explains the impact of those word choices on meaning and/or tone in the text.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Clearly explains the impact of those specific word choices on the meaning and/or tone of the text. Generally explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the cumulative impact of those specific word choices on the meaning and/or tone of the entire text. Clearly explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the impact of a pattern of word choices on meaning and/or tone, including how patterns of word choice relate to context or medium. Where applicable, generally explains how an author uses or refines the meaning of a key term/concept over the course of a text.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (figurative, connotative, and technical meanings). Analyzes the impact of a pattern of word choices on meaning and tone and the relationship between word choice and context or medium. Where applicable, clearly analyzes how an author uses or refines the meaning of a key term/concept over the course of a text.

Domain: Using Sources

Dimension: Selecting Relevant Sources

High-Level Description: Selecting sources that support answering a particular research question with relevant, credible information that distinguishes between fact and opinion

0	1	2	3	4	5	6	7	8
Selects information from provided sources with little to no relevance to a research question or understanding of the text(s).	Selects information from provided sources, including illustrations (e.g., maps, photographs) and the words in a text that are relevant to an understanding of the text (e.g., where, when, why, and how key events occur), but may not be relevant to a research question.	Selects information relevant to the research question from provided sources of varied format (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	Selects multiple sources that provide key evidence relevant to the research question. Where applicable, sources vary in format.	Selects sources that provide sufficient, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide detailed, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide detailed, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format.	Selects sources that provide nuanced, comprehensive, credible information relevant to the research question. Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted.	Selects sources that provide nuanced, comprehensive, credible information relevant to the research question at a level of detail and complexity appropriate to the audience and purpose of the research. Where applicable, sources vary in perspective and/or format. Any gaps or limitations in sources are noted and the impact of those gaps and limitations is discussed.

Domain: Using Sources

Dimension: Contextualizing Sources

High-Level Description: Identifying how a source is situated within the world of its origin (time period, location, socio-political climate, cultural conditions, etc.) and explaining how the perspectives within the source shape and/or are shaped by those conditions

0	1	2	3	4	5	6	7	8
No evidence of contextualizing sources.	Identifies a source's time and place of origin.	Provides information about a source's time or place of origin. Includes basic information about the maker.	Provides information about a source's time and place of origin. Includes information about the maker, the maker's perspective, and intended audience or purpose.	Provides accurate information about a source's time and place of origin. Includes some information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin.	Provides accurate information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin. Makes connections between these conditions and the contents of the source.	Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Generally explains how these conditions shape the meaning or significance of the source.	Provides accurate, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Clearly explains how these conditions shape the meaning or significance of the source.	Provides thorough, relevant information about the historical, scientific, political, economic, social, and/or cultural conditions of the source's origin, including (where relevant) events and conditions leading up to or immediately following the source's creation. Uses analysis of these conditions to strengthen and refine an argument or explanation.

Domain: Using Sources

Dimension: Synthesizing Multiple Sources

High-Level Description: Integrating information across multiple sources to support an argument or explanation

0	1	2	3	4	5	6	7	8
No evidence of synthesizing information from multiple sources. One source dominates the work.	Makes note of key points or details from two sources on the same topic.	Integrates information from two sources on the same topic by comparing information.	Integrates information from several sources on the same topic by sorting and comparing information.	Connections among sources are made by comparing information from multiple sources and/or comparing the type of sources (e.g., format, genre, time period, etc.).	Connections among sources are made by grouping similar information/ positions from multiple sources or identifying significant differences between sources (in content and/ or type).	Information from multiple sources is compared and grouped to deepen or extend an argument or explanation.	Information from multiple sources is compared, grouped, and synthesized with the student's own claims or ideas to form a cohesive, supported argument or explanation.	Significant and nuanced connections are made among the sources and synthesized with the student's own claims or ideas to form a cohesive, supported, compelling argument or explanation.

Domain: Inquiry

Dimension: Asking Questions

High-Level Description: Developing focused, answerable inquiry and research questions

0	1	2	3	4	5	6	7	8
Questions do not support understanding of a given topic.	Questions are relevant to a specific topic.	Questions are relevant to a specific topic and are based on the described problem or situation.	Questions are relevant to a specific topic, are testable or researchable, and build on prior knowledge about the topic.	Questions are relevant to a specific topic, are testable or researchable, and build on existing disciplinary knowledge about the topic.	Questions are valid, testable or researchable, and based on patterns or observations.	Questions are valid, focused, testable or researchable, based on patterns/ observations, current research, and/ or a specific model or theory.	Questions are valid, precise, testable or researchable, and based on patterns/ observations, specific evidence from current research, and/ or a specific model or theory.	Questions are valid, precise, testable or researchable, based on patterns/ observations, specific evidence from current research and/ or a specific model or theory, and push standard thinking on a given topic or in a particular discipline.

Domain: Inquiry

Dimension: Predicting/Hypothesizing

High-Level Description: Developing hypotheses and predictions

0	1	2	3	4	5	6	7	8
No evidence of hypothesis or prediction.	Makes a prediction that is partially relevant to the inquiry question with little or no reasoning.	Makes a prediction related to the inquiry question. Supports reasoning for prediction with prior observations or experiences.	Makes a reasonable prediction related to the inquiry question that involves changing a variable. Begins to explain reasoning for prediction by relating it to prior knowledge such as cause and effect relationships.	Makes a reasonable prediction related to the inquiry question that involves changing a variable. Hypothesis relates to prior research about the topic.	Constructs a testable hypothesis about the investigated question, with a basic description of the variables ("if... then…"). Hypothesis relates to observation, research, or scientific principle.	Constructs a clear, testable hypothesis about the investigated question, with an accurate description of the variables ("if... then..."). Hypothesis is based on observation, research, scientific principle, model, or theory.	Constructs a precise, testable hypothesis about the investigated question, with an accurate explanation of the relationship between variables ("if... then... because...)". Hypothesis is based on observation, research, scientific principle, model, or theory.	Constructs a precise, testable, and insightful hypothesis about the investigated question, with accurate and thorough explanation of the relationship between variables ("if... then... because"). Hypothesis is based on observation, research, scientific principle, model, or theory.

Domain: Inquiry

Dimension: Designing Processes & Procedures

High-Level Description: Following and/or developing step-by-step processes to use in the course of answering problems/prompts or conducting inquiries/investigations

0	1	2	3	4	5	6	7	8
No evidence of an action plan to address the problem/prompt.	Identifies a general approach to investigate a question or solve a problem. OR Follows a recommended set of procedures for investigating a question or solving a problem.	Identifies the first few steps in a specific approach to investigate a question or solve a problem. Identifies specific tools or methods.	Creates a step-by-step plan to investigate a question or solve a problem. Identifies appropriate methods, tools, and/or approaches.	Creates an orderly action plan and addresses most aspects of the problem/prompt. Includes a description of appropriate methods, tools, and/or approaches.	Creates an orderly action plan that addresses all aspects of a problem/prompt with some inefficiencies.	Creates a clear and orderly action plan that is mostly replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for some steps or aspects of the plan.	Creates a clear, detailed action plan that is fully replicable and addresses all aspects of a problem/prompt in an efficient way. Includes a rationale for several steps or aspects of the plan. Where applicable, includes some alternate or contingency plans.	Creates a clear, detailed, fully replicable action plan to address a problem/prompt as efficiently as possible. Includes a rationale for the complete plan. Where applicable, acknowledges potential weaknesses or limitations of the plan and includes thorough alternate or contingency plans.

Domain: Analysis & Synthesis								
Dimension: Identifying Patterns & Relationships								
High-Level Description: Analyzing and organizing information (including numerical and visual) to identify patterns and/or relationships to answer a question or solve a problem								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of organizing information or identifying patterns.	Makes note of simple connections or patterns from information displayed in structures.	Organizes information into mostly useful structures (tables, concept maps, or other graphical displays), and identifies patterns with some inaccuracies.	Organizes information into useful structures (tables, concept maps, or other graphical displays), and accurately identifies patterns.	Organizes information into useful structures. Accurately identifies patterns and a general relationship among patterns.	Organizes information into useful structures. Accurately identifies patterns and some relationships among patterns.	Organizes information into useful structures. Accurately identifies significant/ relevant patterns and relationships among patterns.	Organizes information into useful structures. Identifies and explains significant/ relevant patterns and the relationships among patterns. Makes note of examples and data that do not fit the pattern(s) or relationship(s).	Organizes information into useful structures. Identifies and explains significant/ relevant patterns and relationships among patterns. Identifies and explains examples and data that do not fit the pattern(s) or relationship(s).

Domain: Analysis & Synthesis

Dimension: Comparing/Contrasting

High-Level Description: Identifying and describing similarities and differences and use them to support an argument or explanation

0	1	2	3	4	5	6	7	8
No evidence of comparing/ contrasting.	Identifies a similarity or difference relevant to a claim/main idea.	Identifies similarities and differences relevant to a specific claim/ main idea.	Identifies significant similarities and differences relevant to a specific claim/ main idea.	Describes significant similarities and differences relevant to a specific claim/ main idea/ thesis.	Identifies significant similarities and differences relevant to a specific claim/ main idea/thesis. Explains in a limited way why the similarities/ differences are meaningful within the frame of reference (i.e., the claim/main idea/thesis).	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis. Thoroughly explains why the similarities/ differences are meaningful within the frame of reference. Organizes points of comparison in a logical way.	Analyzes or evaluates significant similarities and differences relevant to a specific claim/ main idea/ thesis, including an explanation of how the similarities/ differences support a specific claim/ main idea/ thesis. Organizes points of comparison in a way that supports understanding and analysis.	Analyzes or evaluates significant similarities and differences relevant to a specific claim/main idea/thesis, including an explanation of how the similarities/ differences refine or sharpen a specific claim/ main idea/ thesis. Organizes points of comparison in a way that best highlights and frames similarities and differences for analysis and understanding.

Domain: Analysis & Synthesis

Dimension: Modeling

High-Level Description: Representing concepts** with models, visual representations or symbols. AND/OR: Using appropriate tools to understand and analyze situations. **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems

0	1	2	3	4	5	6	7	8
No evidence of using models, visuals, or symbols to represent concepts.	Begins to identify general components of a concept and develops an oversimplified and/or incomplete physical, visual and/or abstract model.	Identifies specific components of a concept and develops a simple and partially accurate physical, visual and/or abstract model to represent key features.	Identifies specific components of a concept and develops a simple but accurate physical, visual and/or abstract model to represent key features.	Identifies significant components of a concept and develops an accurate physical, visual, and/or abstract model to represent key features.	Identifies significant components of a concept and develops an accurate visual and/or model to represent key features. Visual or model begins to make visible the relationship of the components to the whole.	Identifies significant components of a concept and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s) highlight the relationship of the components to the whole and makes visible the relationships among components.	Identifies significant components of a complex concept and develops accurate visual(s) and/or model(s) to represent key features. Visual(s) or model(s) highlight the relationships of the components to the whole and the relationships among components. Model allows for manipulation and/or testing of a proposed idea, process, or system.	Develops and/or uses multiple types of models to accurately represent and manipulate complex concepts. Visuals or models highlight the relationships of the components to the whole and the relationships among the components. Evaluates the merits and limitations of each model and moves flexibly between model types as appropriate to the purpose.

Domain: Analysis & Synthesis

Dimension: Interpreting Data/Information

High-Level Description: Interpret data and/or information from sources and draw justifiable conclusions from data

0	1	2	3	4	5	6	7	8
No evidence of interpreting data/information.	Description or summary of data/information is incomplete or unsupported.	Provides a reasonable interpretation of data/information. Uses a relevant analytic strategy (e.g., sorting, compare/contrast) to characterize the data/information in a general way.	Provides a reasonable interpretation of data/information. Uses a relevant analytic strategy (e.g., sorting, compare/contrast) or concept (e.g., mean, mode) to characterize the data/information.	Provides an accurate interpretation of data/information. Uses a relevant analytic strategy (e.g., sorting, compare/contrast) or concept (e.g., mean, mode) to characterize the data/information.	Provides an accurate interpretation of data/information. Applies some analytic strategies (e.g., sorting, compare/contrast) or concepts (e.g., mean, mode) to characterize the data/information.	Provides an accurate interpretation of data/information. Applies appropriate analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose.	Provides a thorough, accurate interpretation of data/information. Applies multiple analytic strategies or concepts to characterize the data/information. Considers the context from which the data/information arose. Recognizes gaps or outliers in the data/information.	Provides a thorough, accurate interpretation of data/information. Applies multiple analytic strategies/concepts and determines which strategy/concept is best for the purpose of the analysis. Considers the context from which the data/information arose. Explains gaps or outliers in the data/information.

Domain: Analysis & Synthesis

Dimension: Making Connections & Inferences

High-Level Description: Connecting ideas and making inferences based on evidence or reasoning

0	1	2	3	4	5	6	7	8
Reasoning is not evident. Focuses on explicit details, with no reference to implicit or inferred meanings.	Demonstrates a basic understanding of a text based on explicit details in the text. Refers to a specific example relevant to that understanding.	Makes an inference based on evidence. Refers to a specific example relevant the inference.	Makes relevant inferences based on evidence. Makes clear connections between two or more specific examples relevant to the inferences.	Makes relevant inferences based on evidence and identifies the larger significance of the inference. Connections between a specific example and the larger idea are clear and appropriate.	Makes clear and relevant inferences based on evidence and partially explains the larger significance of the inference. Connections to the larger idea are made through multiple examples but may have some gaps in explanation or may not be fully developed.	Makes clear, relevant, thoughtful inferences and explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Connections to the larger idea are clearly made through multiple examples.	Makes clear, highly relevant and thoughtful inferences and thoroughly explains their larger significance. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including attempts at non- or counter-examples.	Makes clear, highly relevant, insightful inferences and thoroughly explains their larger significance with sophisticated insight or originality of interpretation. Where applicable, identifies limitations of inferences based on gaps in evidence. Uses inferences as the basis for predictions or broader generalizations. Connections to the larger idea are clearly made through multiple examples, including non- or counter-examples.

Domain: Analysis & Synthesis								
Dimension: Critiquing the Reasoning of Others								
High-Level Description: Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Accepts or rejects argument/ explanation with no evaluation of reasons or evidence.	Restates the argument/ explanation. Provides an opinion about the argument/ explanation, referring to at least one reason or piece of evidence.	Summarizes the argument/ explanation or specific claim, and determines whether the reasons/ evidence are relevant.	Accurately summarizes the argument/ explanation or specific claims, and determines whether the reasoning is logical and evidence is relevant.	Traces and evaluates the argument/ explanation and specific claims, assessing whether the reasoning is logical and/or the evidence is relevant.	Delineates and evaluates the argument/ explanation and specific claims, assessing whether the reasoning is valid and/or the evidence is relevant and sufficient. Where applicable, identifies some false statements and fallacious reasoning (logical fallacies).	Clearly delineates and evaluates the argument/ explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and/or the evidence is relevant and sufficient. Where applicable, identifies false statements and fallacious reasoning (logical fallacies) and considers alternate claims or evidence that would improve the logic of the argument/ explanation.	Clearly delineates and evaluates the argument/ explanation and specific claims, thoroughly assessing in detail whether the reasoning is valid and the evidence is relevant and sufficient. Identifies false statements and fallacious reasoning and thoroughly explains alternate claims or evidence to improve the logic of the argument/ explanation.	All of Level 7 PLUS Identfies and evaluates the appropriateness of the premise(s) or principle(s) on which the argument is constructed, and, where applicable, suggests alternate premise(s) or principle(s).

Domain: Analysis & Synthesis								
Dimension: Justifying/Constructing an Explanation								
High-Level Description: Using logic and reasoning to justify a response or explain a phenomenon								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of justifying or explaining.	Provides a brief description of steps, procedures, or a phenomenon. Explanation or justification is missing or very limited. Explanation of reasoning is limited or incomplete.	Provides some detail in explaining steps, procedures, or a phenomenon. Uses concrete details/ examples to explain reasoning.	Provides a logical chain of reasoning to justify steps or procedures, or to explain a phenomenon. Uses concrete details/ examples and/ or disciplinary ideas to justify reasoning.	Provides a logical chain of reasoning to explain or justify specific steps, procedures, or phenomena. Develops explanation/ justification with some detail/ examples.	Provides a logical chain of reasoning to explain or justify steps, procedures, or phenomena in support of an overall solution strategy/ procedure or a holistic explanation of the phenomenon. Develops explanation/ justification with relevant detail/ examples.	Applies a specific premise (such as a disciplinary principle, axiom, or theory) to explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/ justification through relevant detail and examples. Acknowledges limitations, tradeoffs, and/ or alternate explanations/ approaches.	Applies one or more specific premises (such as disciplinary principles, axioms, or theories) to insightfully explain or justify a solution, strategy, response, or phenomenon. Fully develops explanation/ justification through detail and examples. Responds to limitations, tradeoffs, and/ or alternate explanations/ approaches.	Uses a variety of logical strategies and relevant, sufficient detail and examples to develop a sophisticated, persuasive explanation or justification that fully takes into account limitations, tradeoffs, and/ or alternate explanations/ approaches.

Domain: Composing/Writing

Dimension: Argumentative Claim

High-Level Description: Developing a strong opinion/ argument through clear, well-sequenced claims

0	1	2	3	4	5	6	7	8
Opinion/claim is missing or unclear.	Introduces an opinion/claim and provides reasons that support student's point of view.	Introduces a clear opinion/ claim and provides reasons that support student's point of view.	Introduces a clear opinion/ claim and provides logically ordered reasons that support student's point of view.	Claims and subclaims are clearly introduced throughout writing and organized so that relationships between claims and subclaims are evident.	Claims and subclaims are clearly introduced and organized in a way that makes relationships among claims and subclaims clear and supports the reader's understanding. Some attention is given to the significance of claims.	Claims and subclaims are clear, focused, and consistent throughout the writing; the sequencing of the claims and subclaims builds the reader's understanding throughout the writing. The significance of the claims is clearly established.	Claims and subclaims are clear, precise, and consistent throughout the writing with some nuance; the sequencing of the claims and subclaims creates a coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clearly established and developed.	Claims and subclaims are clear, precise, and nuanced throughout the writing; the sequencing of the claims and subclaims creates a complex and coherent structure that builds the reader's understanding throughout the writing. The significance of the claims is clear and persuasive.

Domain: Composing/Writing								
Dimension: Informational/Explanatory Thesis								
High-Level Description: Constructing explanations or conveying ideas and information through clear, well-organized, relevant ideas								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Topic or main idea is unclear.	Topic is evident with an unclear main idea.	Main idea is clear, on-topic, and focused. Some supporting ideas are provided.	Main idea is clear, on-topic, and focused; supporting ideas are relevant to main idea.	Main idea/ thesis is clear and focused; supporting ideas are relevant and organized so that relationships between main idea and supporting ideas are evident.	Main idea/thesis is clear, focused, and consistent throughout the writing; supporting ideas are relevant, organized in a way that makes relationships among ideas clear and that supports the reader's understanding.	Main idea/ thesis is clear and complex; relevant, sufficient supporting ideas are explicitly connected to main idea and organized logically to create a coherent structure that builds the reader's understanding throughout the writing.	Main idea/thesis is complex, focused, and consistent; highly relevant supporting ideas are tightly connected to the main idea and with each other to create a complex and coherent structure that builds the reader's understanding throughout the writing.	Main idea/ thesis is complex, precise, and consistent; significant, highly relevant supporting ideas build on the main idea and on one another in an elegant progression to create a complex and coherent structure that builds the reader's understanding throughout the writing.

Domain: Composing/Writing								
Dimension: Narrative								
High-Level Description: Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Describes loosely related events. Does not introduce narrator or characters. Does not provide a sense of closure. Does not include details or does not use narrative technique to develop characters and plot.	Establishes a situation and organizes a sequence of events using temporal words and phrases. Introduces a narrator and/or characters and provides a sense of closure. Uses limited details and a narrow set of narrative techniques such as description of actions, thoughts, and feelings or dialogue to develop characters and plot, but they are unevenly developed.	Establishes a situation and organizes a sequence of events using some transitional words and phrases. Introduces a narrator and/or characters and provides a logical conclusion. Uses concrete words and phrases, sensory details, and some narrative techniques, such as description of actions, thoughts, and feelings and dialogue, to develop characters and plot.	Establishes a situation and organizes a sequence of events using a variety of transitional words, phrases, and clauses. Introduces a narrator and/or characters and provides a logical conclusion. Uses concrete words and phrases, sensory details, and the full range of narrative technique, such as description of actions, thoughts, and feelings, dialogue, and pacing, to develop characters and plot.	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/or unfolds naturally; where appropriate, multiple narrative techniques are used (e.g., description, dialogue, pacing, or reflection); description includes some precise vocabulary and some details and/or sensory language; conclusion generally follows from the narrated experiences/events/steps.	Orientation (including point of view), storyline, and/or organization of experiences, events, and/or steps are clearly established; organizational sequence is logical, coherent, and/or unfolds naturally and smoothly; where appropriate, multiple narrative techniques are used effectively (e.g., description, dialogue, pacing, or reflection); description includes precise vocabulary and, where appropriate, vivid details and sensory language; conclusion clearly follows from the narrated experiences/events/steps.	All of Level 5, PLUS: Uses a variety of techniques to sequence experiences/events/steps so that they build on one another to create a coherent whole, a particular tone and/or mood, and/or a specific outcome.	All of Level 6, PLUS: Uses narrative techniques to provide deep insight into the content (personalities and motivations, significance of events, etc.) Develops multiple plots, storylines, or sequences of events/steps.	All of Level 7, PLUS: Manipulates pace and other narrative elements to highlight the significance of experience/events/steps or create specific effects.

Domain: Composing/Writing

Dimension: Counterclaims

High-Level Description: Acknowledging and developing alternate or opposing positions

0	1	2	3	4	5	6	7	8
Counterclaims are not acknowledged.	Acknowledges that there is disagreement without identifying a specific counterclaim.	Makes note of a specific counterclaim.	Describes a specific counterclaim.	Describes specific counterclaims and clearly distinguishes them from claims.	Develops counterclaims with some evidence or detail and points out their limitations.	Develops counterclaims fairly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level and concerns.	Develops counterclaims fairly and thoroughly with sufficient evidence or detail, pointing out their strengths and limitations in a way that anticipates the audience's knowledge level, concerns, values, and possible biases.	Develops counterclaims fairly and thoroughly with highly relevant evidence or detail; refutes counterclaims thoroughly and strategically, conceding points where appropriate to strengthen the writer's own argument.

Domain: Composing/Writing

Dimension: Selection of Evidence

High-Level Description: Using relevant and sufficient evidence to support claims

0	1	2	3	4	5	6	7	8
No evidence or evidence is completely unrelated to statements.	Selects evidence with minimal relevance to main claim(s).	Selects evidence relevant to main claim(s).	Selects relevant evidence that supports main claim(s). Evidence for subclaims is limited or weakly related.	Selects relevant evidence that supports both main claim(s) and subclaims.	Selects a variety of relevant evidence that is sufficient to support main claim(s); evidence still only generally supports subclaims.	Selects a variety of detailed, relevant evidence that is sufficient to support both main claim(s) and subclaims.	Selects a variety of detailed, significant evidence that is sufficient to support and develop both main claim(s) and subclaims.	Selects the most significant evidence that is highly appropriate to the audience's knowledge of the topic or other concerns to persuasively support and develop both claim(s) and subclaims.

Domain: Composing/Writing								
Dimension: Explanation of Evidence								
High-Level Description: Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas)								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Includes unrelated facts, definitions, and details.	Includes relevant facts, definitions, and/or details (and relevant illustrations when appropriate).	Includes relevant facts, definitions, concrete details, and quotations, and/or examples (as well as illustrations or multimedia when appropriate) that support the main idea.	Explains relevant facts, definitions, concrete details, and/or quotations, and/or examples (as well as illustrations or multimedia when appropriate) that support the opinion/main idea.	Provides relevant analysis that explains how the selected evidence supports claims or statements; analysis stays rooted in the evidence but at times may be vague, illogical, or overly general.	Provides clear analysis that accurately explains how the selected evidence supports claims or statements.	Provides insightful and clear analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis acknowledges some weakness(es) or gaps in the evidence.	Provides insightful, clear, compelling analysis that thoroughly and accurately explains how the evidence supports claims or statements; where applicable, analysis addresses weakness(es) or gaps the evidence.	Provides insightful, compelling analysis that thoroughly, accurately, and concisely explains how the evidence supports claims or statements; where applicable, analysis clearly addresses weakness(es) or gaps in the evidence; analysis is elegant in its precision and/or sophistication and originality.

Domain: Composing/Writing

Dimension: Integration of Evidence

High-Level Description: Representing evidence accurately (via notes, summary, and/or paraphrase) and including evidence in text

0	1	2	3	4	5	6	7	8
No evidence of including evidence from sources, or evidence is presented inaccurately.	Presents information from experiences or sources in brief notes taken in a provided organizer.	Presents relevant evidence from experiences or sources in notes organized by categories OR at appropriate places in the text.	Presents relevant evidence from experiences or sources through accurate summary or paraphrase at appropriate places within the text.	Evidence from sources is presented objectively and accurately and inserted at appropriate points in the text to support an argument, explanation, or analysis.	Evidence is presented objectively and accurately, positioned appropriately in the text, and contextualized with introductory and/or explanatory phrases or statements.	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and purposefully excerpted, paraphrased, or summarized to highlight the aspects that are most relevant or important to the argument, explanation, or analysis.	Evidence is presented objectively and accurately, positioned and contextualized appropriately, and excerpted, paraphrased, or summarized strategically. Evidence is integrated into the text in a variety of ways (e.g., breakout quotes, combination of summary and direct quote) that support the argument, explanation, or analysis and develop a consistent tone appropriate to the purpose.	Evidence is presented objectively and accurately and integrated seamlessly and strategically into the text in a variety of ways that support the argument, explanation, or analysis and develop a consistent and sophisticated tone appropriate to the purpose.

Domain: Composing/Writing								
Dimension: Organization (Transitions, Cohesion, Structure)								
High-Level Description: Using text structure and transitions to communicate with clarity and coherence								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Lists information about claim or main idea. Uses no linking words.	Groups related information together related to claim/main idea. Uses linking words to connect ideas/ claims.	Organizes paragraphs or sections around claim/ideas. Uses words and phrases to link ideas within categories of information/ claims	Organizes paragraphs or sections logically to support the main idea or claim. Uses words, phrases, and clauses to link ideas within and across categories/ claims.	Paragraphs and/or sections are connected and sequenced to support understanding of ideas. Transitions are varied and are mostly appropriate and effectively used.	Paragraphs and/or sections are connected and logically build upon one another to deepen understanding of ideas and clarify relationships among ideas. Transitions are varied and appropriately and effectively used.	Paragraphs and/or sections are connected and clearly and logically build upon one another to deepen understanding of complex ideas and to clarify relationships among those ideas. Transitions are varied and appropriately and effectively used. Sequencing of paragraphs and use of transitions help build cohesion.	Sequencing of paragraphs and/or sections creates a coherent whole that deepens understanding of the content and builds toward a particular outcome. Transitions are appropriate, effective, and varied in their structure and location.	Sequencing of paragraphs or sections creates a coherent whole that deepens understanding of the content and clearly guides the reader toward a particular outcome. Transitions are appropriate, effective, and varied in their structure and location. Sequencing of ideas and transitions is seamless and fluid, and enhances the purpose of the writing.

Domain: Composing/Writing

Dimension: Introduction & Conclusion

High-Level Description: Framing a composition with a relevant introduction and conclusion

0	1	2	3	4	5	6	7	8
Includes introduction but main idea or claim is unclear or missing. Provides no concluding statement or conclusion.	Introduces the topic and includes main idea or claim. Provides a concluding statement or section.	Introduces the topic and a clear main idea or claim; focus on the main idea or claim is mostly maintained. Provides a concluding statement or conclusion that relates to the main idea or claim.	Introduces the topic and a clear main idea or claim; maintains a consistent focus on the main idea or claim. Provides a concluding statement or conclusion that relates to the main idea or claim.	Introduction includes related background or context information about the topic and introduces the main idea(s) or claim(s); conclusion logically follows from the content presented and ties back to main idea(s) or claim(s).	Introduction includes relevant background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing. Conclusion summarizes the content presented and pulls multiple ideas together in relation to the main idea(s) or claim(s).	Introduction includes relevant and sufficient background or context information about the topic, introduces main idea(s) or claim(s), and establishes purpose for writing; introduction is engaging. Conclusion summarizes, pulls ideas together, and highlights important points of the content presented; when appropriate, conclusion considers some implication(s) of the content presented.	Introduction clearly contextualizes the topic, and clearly establishes the main idea(s) or claim(s) and purpose for writing; introduction is engaging. Conclusion summarizes, highlights, and/or extends ideas as appropriate; when appropriate, conclusion addresses implications or significance of the content presented.	Introduction clearly and concisely contextualizes the topic and establishes the main ideas(s) or claims(s); introduction clearly establishes the purpose and outlines the structure of the content that follows; introduction is engaging and inviting. Conclusion strongly supports the content presented by clearly summarizing, highlighting, and/or extending ideas as appropriate; when appropriate, conclusion clearly addresses implications/significance of and/or acknowledges questions that arise from the content presented.

Domain: Speaking & Listening								
Dimension: Discussion/Contribution								
High-Level Description: Communicating ideas and contributing to discussion through questioning, connecting, and probing								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Does not participate in discussions. Asks questions or provides comments unrelated to discussion or text.	Provides comments that connect to the ideas of others and stay on topic. Asks questions for clarification.	Provides original comments that contribute to the discussion and connect to the ideas of others. Asks and responds to specific questions for clarification.	Provides original comments and/or draw conclusions that contribute to the discussion and elaborate on the ideas of others. Asks and responds to specific questions for clarification.	Expresses original ideas clearly and connects to the ideas of others. Questions and responses are mostly high level. Attempts to move discussion forward by asking and responding to questions.	Expresses original ideas clearly and persuasively; connects to the ideas of others and builds new pathways of discussion. Attempts to deepen discussion by asking connecting questions or building on the responses of others.	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Propels conversations by relating to broader themes.	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes.	Expresses original ideas clearly and persuasively. Builds new pathways of discussion that are clearly connected to the ideas of others. Uses questions and summarization to preserve focus. Propels conversations by relating to broader themes, probing reasoning and evidence and/or promoting divergent and creative perspectives.

Domain: Speaking & Listening								
Dimension: Preparation								
High-Level Description: Entering a discussion or presentation with appropriate evidence and relevant details								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of preparation for discussion.	Comes to discussions prepared with ideas related to assigned reading.	Comes to discussions prepared and explicitly draws on ideas from assigned reading and other relevant information.	Comes to discussions prepared and explicitly draws on highly relevant ideas or details from the assigned reading and other relevant information.	Comes to discussions prepared and draws on specific evidence from the assigned reading and other relevant information.	Comes to discussions having read and researched material for teacher-provided questions; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with responses and evidence generated with peers through studying, research, or inquiry; explicitly draws on texts and research to stimulate a thoughtful, well-reasoned exchange of ideas.	Come to discussions with self-generated questions from studying, research, and/or inquiry. Attempts to move discussion along by using those questions at appropriate moments.	Comes to discussions with self-generated, sequenced, specific questions and evidence to move the discussion along purposefully (i.e., toward an intended outcome or desired understanding).

Domain: Speaking & Listening								
Dimension: Norms/Active Listening								
High-Level Description: Using roles and norms to support collegial discussions and completion of group work								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Participates in discussions by disrupting others and speaking out of turn or off-topic.	Participates in discussions and follows agreed-upon norms.	Participates in discussions and follows agreed-upon rules. Carries out assigned roles.	Participates in discussions and follows agreed-upon rules and deadlines. Carries out assigned roles.	Mostly adheres to established norms for collegial discussions. Tracks progress toward specific goals and deadlines. Enacts individual roles independently.	Adheres to teacher-enforced collegial discussion norms. Facilitates progress toward specific goals and deadlines. Attempts to establish individual roles within the group as needed.	Adheres to teacher- and group-enforced collegial discussion norms. Effectively facilitates progress toward specific goals and deadlines. Establishes appropriate individual roles within the group as needed.	Adheres to and helps enforce collegial discussion norms. Sets clear goals and deadline and facilitates conversation and interaction to meet them. Manages individual roles within the group as needed.	Applies collegial discussion norms to promote civil, democratic discussions and decision-making. Sets clear and detailed goals and deadlines and effectively facilitates conversation/ interaction to meet them. Efficiently manages individual roles and partnerships within the group as needed.

Domain: Products & Presentations

Dimension: Style & Language (Tone, Academic Language, Syntax)

High-Level Description: Using appropriate style in a written product, including academic language, tone, and syntax

0	1	2	3	4	5	6	7	8
Uses general academic or specialized language incorrectly; frequently uses language that is informal or unsuitable for purpose.	Uses general academic or specialized language with minor inaccuracies and recognizes differences between written (formal) and spoken language. Word choice supports purpose.	Uses general academic or specialized language appropriately, and uses formal language when appropriate to purpose. Word choice is precise and supports the purpose.	Uses general academic or specialized language precisely and uses formal language when appropriate to the purpose. Sentences vary in structure; word choice is precise and supports the purpose and reader/listener interest.	Consistently uses a formal style with some academic or specialized language. Sentence structure is functional; writing may demonstrate strong control over basic sentence structures but limited control over more complex structures.	Consistently uses a formal style with consistently appropriate academic or specialized language. Sentence patterns are somewhat varied, with strong control over basic sentence structures and variable control over more complex structures.	Consistently uses a formal style and academic/specialized language when most appropriate but also varies style and language effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and effective.	Consistently uses a formal style and academic/specialized language when most appropriate but also varies style, language, tone, and voice effectively given the purpose, audience & conventions of the writing. Sentence structures are varied and used strategically to enhance meaning by drawing attention to key ideas or reinforcing relationships among ideas.	Style, language, tone, and voice build ethos and high reader engagement. The style, language, tone, and voice are perfectly appropriate to the audience, and effectively accomplish the author's purpose. Sentence structures are varied, used strategically to enhance meaning, and are often powerful or beautiful.

Domain: Products & Presentations								
Dimension: Oral Presentation								
High-Level Description: Using appropriate public speaking strategies, including interaction with presentation mediums, to engage the audience and communicate points								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
Makes no eye contact. Speaks in low volume or at a pace that makes the content of the presentation difficult to discern.	Makes irregular eye contact with audience. Speaks in a low volume and/ or at a pace that makes the presentation difficult to understand.	Makes eye contact with audience. Shows variable body posture and speaks at a volume and pace that does not interfere with audience understanding of the presentation	Makes regular eye contact with audience. Shows appropriate body posture and speaks at a volume and pace that does not interfere with audience understanding of the presentation.	Makes regular eye contact with audience. Shows confident body posture and speaks at an adequate volume and pace with clear pronunciation.	Uses consistently appropriate eye contact, adequate volume, clear pronunciation, and appropriate body posture (e.g., calm, confident).	Demonstrates consistent control of eye contact, volume, pronunciation, and body posture. Uses some variation in volume and inflection to emphasize key points. Uses some body movements to enhance articulation.	Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. May use additional engagement techniques such as humor, anecdotes, rhetorical questions, etc. as appropriate to the context.	Demonstrates strong control of eye contact, pronunciation, and body posture. Varies volume and inflection to maintain audience interest and emphasize key points. Uses fluid body movements to help audience visualize ideas. May use additional engagement techniques such as humor, anecdotes, rhetorical questions, etc. as appropriate to the context.

Domain: Products & Presentations								
Dimension: Multimedia in Written Production								
High-Level Description: Integrating technology to create high-quality written products								
0	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
No evidence of integrating technology into writing products.	Uses technology, to produce and publish writing products, as well as interact and collaborate with others.	Uses technology, including the internet, to produce and publish writing products, as well as interact and collaborate with others.	Uses technology, including the internet, to produce and publish writing products, as well as interact and collaborate with others effectively.	Uses technology, including the internet, to produce/publish writing, link/cite sources, and interact/collaborate with others effectively and efficiently. Uses technology/media tools to illustrate ideas or show relationships between information/ideas.	Uses technology, including the internet, to effectively and efficiently produce, publish, and update individual or shared writing products. Uses appropriate technology/media tools to illustrate ideas or show relationships among information/ideas effectively.	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses appropriate technology/media tools to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Uses technology, including the internet, to produce, publish, and update individual or shared writing products. Uses carefully selected technology/media tools creatively to illustrate ideas or show relationships among information/ideas by taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.

Domain: Products & Presentations

Dimension: Multimedia in Oral Presentation

High-Level Description: Integrating multiple mediums, including technology, to create high-quality spoken presentations

0	1	2	3	4	5	6	7	8
Uses technology beyond commonly used tools to explore novel and effective ways of producing writing products.	Multimedia components and/or visual displays emphasize or enhance facts and details relevant to the focus of the presentation.	Multimedia components and/or visual displays illustrate ideas relevant to the focus of the presentation.	Multimedia components and visual displays illustrate relevant information and develop ideas	Multimedia components and visual displays clarify and illustrate information and ideas.	Most multimedia components and visual displays clarify or illustrate information and ideas and strengthen arguments, explanations, and/or narratives by highlighting significant points.	All multimedia components and visual displays are purposeful and effective (i.e., clarify, illustrate, and strengthen arguments, explanations, and/or narratives) and add interest to the presentation.	Multimedia components and visual displays are purposeful, engaging, effective, and strategically/ efficiently used to enhance understanding of arguments, explanations, and narratives.	Multimedia components and visual displays are purposeful, engaging, effective, and strategically/ efficiently used to enhance understanding of arguments, explanations, and narratives. Integration of multimedia into presentation is seamless, engaging, and sophisticated.

Domain: Products & Presentations

Dimension: Conventions

High-Level Description: Using discipline-appropriate conventions to support clear expression of ideas and information

0	1	2	3	4	5	6	7	8
Uses the conventions of the discipline inconsistently with a pattern of errors that impede understanding Uses the conventions of the discipline inconsistently with a pattern of errors that impede understanding.	Generally uses the conventions of the discipline. Minor errors sometimes impede understanding.	Uses the conventions of the discipline. Errors are few/ minor, and do not impede understanding.	Uses the conventions of the discipline with some consistency. Minor errors, while noticeable, do not impede understanding.	Uses the conventions of the discipline with consistency. Minor errors do not impede understanding.	Uses the conventions of the discipline appropriately; some minor errors, while noticeable, do not impede understanding.	Uses the conventions of the discipline appropriately with almost no noticeable errors.	Applies the conventions of the discipline consistently to support clear expression of ideas and information. Errors are so few and so minor that the reader would be unlikely to notice them unless specifically looking for them.	Applies the conventions of the discipline consistently and precisely to support clear, sophisticated expression of ideas and information.

Domain: Products & Presentations

Dimension: Precision

High-Level Description: Expressing ideas and information with exactness, specificity, correct use of terminology, and refinement

0	1	2	3	4	5	6	7	8
No evidence of precision.	Expresses ideas in broad or general terms. Uses relevant terms, symbols, etc. with minor errors or misconceptions. OR Does not use relevant terms, symbols.	Expresses some ideas with specificity appropriate for the given purpose. Correctly uses relevant terms, symbols, etc.	Expresses ideas with specificity appropriate for the given purpose. Defines key terms, symbols, etc.	Consistently expresses ideas with adequate specificity for the given purpose. Defines terms, symbols, etc.	Consistently expresses ideas with clarity and specificity. Consistently defines terms, symbols, etc.	Consistently expresses ideas with clarity and specific, highly relevant detail. Consistently defines terms, symbols, etc.	Expresses ideas with clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc.	Expresses ideas and information with near-perfect clarity and efficiency, using no more detail than is needed for the given purpose. Consistently defines terms, symbols, etc. Expression is refined and sophisticated.

Cognitive Skills Standards Alignment

The Summit Cognitive Skills Rubric—developed in partnership with the Stanford Center for Assessment, Learning & Equity (SCALE)—is aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and C3 Social Studies Framework.

Skill Domain	Skill Dimension	High-Level Description	References to Standards
Textual Analysis (Close Reading)	**Theme/Central Idea**	Determining theme(s)/central idea(s) with details that convey the central idea(s)	CCSS.ELA-LITERACY.CCRA.R.2
	Point of View/Purpose	Analyzing the point of view or purpose of a character, narrator, and/or author/speaker and how that point of view influences the message or meaning of the text	CCSS.ELA-LITERARY.CCRA.R.6 C3 D2.His.4 C3 D2.His.5 C3 D2.His.6
	Development	Explaining the connection between events, ideas or concepts in a text using specific details.	CCSS.ELA-LITERACY.RL.x.3 CCSS.ELA-LITERACY.RI.x.3
	Structure	Analyzing an author's structural writing choices how they (3-5): contribute to the overall structure of the text; (6-12): affect the clarity and effectiveness of arguments, explanations, or narratives	CCSS.ELA-LITERACY.CCRA.RI.5
	Word Choice	Analyzing the effect of language, specifically word choice, on the meaning, tone, or mood of a text, and explaining how word choice relates to context or medium.	CCSS.ELA-LITERACY.CCRA.RI.4 CCSS.ELA-LITERACY.CCRA.RL.4

Using Sources	**Selecting Relevant Sources**	Selecting sources that support answering a particular research question with relevant, credible information that distinguishes between fact and opinion	C3 Framework for Social Studies (D2. His.4-13 C3 D3.His.3.1-2 CCSS.ELA-LITERACY.RI.7 CCSS.ELA-LITERACY.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.7 CCSS.ELA-LITERACY.CCRA.W.8 CCSS.ELA-LITERACY.CCRA.W.9 NGSS Science Practice 8: Obtaining, Evaluating, and Communicating Information
	Contexutalizing Sources	Identifying how a source is situated within the world of its origin (time period, location, socio-political climate, cultural conditions, etc.) and explaining how the perspectives within the source shape and/or are shaped by those conditions	C3 Framework for Social Studies (D2. His.4-9) NGSS Science Practice 8: Obtaining, Evaluating, and Communicating Information
	Synthesizing Multiple Sources	Integrating information across multiple sources to support an argument or explanation	CCSS.ELA-LITERACY.CCRA.W.8 CCSS.ELA-LITERACY.RI.x.7 CCSS.ELA-LITERACY.RI.x.9 C3 D2.His.16 NGSS Science Practice 8: Obtaining, Evaluating, and Communicating Information
Inquiry	**Asking Questions**	Developing focused, answerable inquiry and research questions	NGSS Science Practice 1: Asking Questions and Defining Problems; CCSS.ELA-LITERACY.CCRA.W.7; C3 D1: Constructing Compelling Questions
	Predicting/Hypothesizing	Developing hypotheses and predictions	NGSS Science Practice 1: Asking Questions and 3: Planning and Carrying Out Investigations
	Designing Processes & Procedures	Following and/or developing step-by-step processes to use in the course of answering problems/prompts or conducting inquiries/investigations	NGSS Science Practice 3: Planning and Carrying Out Investigations

Analysis & Synthesis	**Identifying Patterns & Relationships**	Analyzing and organizing information (including numerical and visual) to identify patterns and/or relationships to answer a question or solve a problem	NGSS Science Practice 4: Analyzing and Interpreting Data NGSS Science Practice 5: Using Mathematics and Computational Thinking C3 D2.His.14 C3 D2.His.15 CCSS.MATH.PRACTICE.MP7 Look for and make use of structure. CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.
	Comparing/Contrasting	Identifying and describing similarities and differences and use them to support an argument or explanation	C3 D2.His.9 and 10 CCSS.ELA-LITERACY.RL.x.7 CCSS.ELA-LITERACY.RL.x.9 NGSS Science Practice 4: Analyzing and Interpreting Data NGSS Science Practice 7: Engaging in Argument from Evidence
	Modeling	Representing concepts** with models, visual representations or symbols AND/OR Using appropriate tools to understand and analyze situations **"Concepts," in this dimension, refers to abstract situations/information, processes, and systems	NGSS Science Practices 2: Developing and Using Models CCSS.MATH.PRACTICE.MP2: Reason abstractly and quantitatively CCSS.MATH.PRACTICE.MP4: Model with Mathematics.
	Interpreting Data/ Information	Interpret data and/or information from sources and draw justifiable conclusions from data	NGSS Science Practice 4: Analyzing and Interpreting Data CCSS.MATH.PRACTICE.MP3 Construct Viable Arguments and Critique the Reasoning of Others CCSS.MATH.PRACTICE.MP7 Look for and make use of structure. CCSS.ELA-LITERACY.CCRA.R.1

Analysis & Synthesis	**Making Connections and Inferences**	Connecting ideas and making inferences based on evidence or reasoning	CCSS.ELA-LITERACY.CCRA.R.1 NGSS Science Practice 4: Analyzing and Interpreting Data CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.
	Critiquing the Reasoning of Others	Evaluating arguments, explanations, and solutions, including identifying logical fallacies and missteps	CCSS.ELA-LITERACY.RI.x.8 CCSS.ELA-LITERACY.W.x.9.B CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others C3 D2.His.17 C3 D4.4 C3 D4.5 NGSS Science Practice 7: Engaging in Argument from Evidence
	Justifying/Constructing an Explanation	Using logic and reasoning to justify a response or explain a phenomenon	NGSS Science Practice 6. Construction Explanations and Designing Solutions CCSS Math Practice 3: Construct Viable Arguments and Critique the Reasoning of Others
Composing/ Writing	**Argumentative Claim**	Developing a strong opinion/argument through clear, well-sequenced claims	CCSS.ELA-LITERACY.CCRA.W.1 C3 D2.His.16 C3 D3.4 C3 D4.1 NGSS Science Practice 7: Engaging in Argument from Evidence CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others.
	Informational/Explanatory Thesis	Constructing explanations or conveying ideas and information through clear, well-organized, relevant ideas	CCSS.ELA-LITERACY.CCRA.W.2 C3 D4.2 CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others.

Composing/ Writing	**Narrative**	Developing an oral or written narrative that relates connected experiences, events, procedural steps, or the like (whether they are real or imagined)	CCSS.ELA-LITERACY.CCRA.W.3 CCSS English Language Arts Appendix A
	Counterclaims	Acknowledging and developing alternate or opposing positions	CCSS.ELA-LITERACY.CCRA.W.1 C3 D3.4
	Selection of Evidence	Using relevant and sufficient evidence to support claims	CCSS.ELA-LITERACY.CCRA.W.1 CCSS.ELA-LITERACY.CCRA.W.2 C3 D3.3
	Explanation of Evidence	Analyzing how the selected evidence support the writer's statements (e.g., claims, controlling ideas)	CCCSS.ELA-LITERACY.W.x.1.B CCSS.ELA-LITERACY.W.x.2.B CCSS English Language Arts Appendix A, Definitions of the Standards' Three Text Types CCSS.MATH.PRACTICE.MP3: Construct viable arguments and critique the reasoning of others. NGSS Science Practice 6: Constructing Explanations and Designing Solutions
	Integration of Evidence	Representing evidence accurately (via notes, summary, and/or paraphrase) and including evidence in text	CCSS.ELA-LITERACY.CCRA.W.8
	Organization (Transitions, Cohesion, Structure)	Using text structure and transitions to communicate with clarity and coherence.	CCSS.ELA-LITERACY.CCRA.W.4
	Introduction and Conclusion	Framing a composition with a relevant introduction and conclusion	CCSS.ELA-LITERACY.CCRA.W.1 and 2
Speaking & Listening	**Discussion/Contribution**	Communicating ideas and contributing to discussion through questioning, connecting, and probing	CCSS.ELA-LITERACY.CCRA.SL.1; CCSS.ELA-LITERACY.SL.x.1.C
	Preparation	Entering a discussion or presentation with appropriate evidence and relevant details	CCSS.ELA-LITERACY.CCRA.SL.1; CCSS.ELA-LITERACY.SL.x.1.A
	Norms/Active Listening	Using roles and norms to support collegial discussions and completion of group work	CCSS.ELA-LITERACY.CCRA.SL.1; CCSS.ELA-LITERACY.SL.x.1.B CCSS.ELA-LITERACY.SL.x.1.D

Products & Presentations	**Style and Language (Tone, Academic Language, Syntax)**	Using appropriate style in a written product, including academic language, tone, and syntax	CCSS.ELA-LITERACY.CCRA.L.3, CCSS.ELA-LITERACY.CCRA.L.6
	Oral Presentation	Using appropriate public speaking strategies, including interaction with presentation mediums, to engage the audience and communicate points	CCSS.ELA-LITERACY.CCRA.SL.4 CCSS.ELA-LITERACY.CCRA.SL.6
	Multimedia in Written Production	Integrating technology to create high-quality written products	CCSS.ELA-LITERACY.CCRA.W.6
	Multimedia in Oral Presentation	Integrating multiple mediums, including technology, to create high-quality spoken presentations	CCSS.ELA-LITERACY.CCRA.SL.5
	Conventions	Using discipline-appropriate conventions to support clear expression of ideas and information	CCSS.ELA-LITERACY.CCRA.L.1, CCSS.ELA-LITERACY.CCRA.L.2
	Precision	Expressing ideas and information with exactness, specificity, correct use of terminology, and refinement	CCSS Math Practice 6: Attend to Precision

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A-G CMP
Course Management Portal
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English 9- Literature and Personal

Summit Public Schools

Submitted: May 31, 2017
Decision: Jul 11, 2017
APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	**Course Code**
Summit Public Schools - Rainier (054621)	Classroom Based	English 9- LPD	
Summit Preparatory High School (053878)	Classroom Based	English 9- LPD	
Summit Public Schools - Tahoma (054620)	Classroom Based	English 9- LPD	
Everest Public High School (054429)	Classroom Based	English 9- LPD	
Summit Public School: Shasta (054815)	Classroom Based	English 9- LPD	

Title:

English 9- Literature and Personal

Length of course:

Full Year

Subject area:

English ("b") / English

Integrated (Academics / CTE)?

No

Grade levels:

9th

UC honors designation?

No

Course Description

Course overview:

English 9 - Literature and Personal Development is a college preparatory course for ninth grade students. Students read and respond to intellectually challenging novels, plays, short stories, essays, and poetry through original essays, stories, poems, and speeches. The reading, writing, listening, and speaking builds students' evolving understanding of the development of personal character. After examining texts through the perspectives of ethicists, historians, scientists, anthropologists, sociologists, philosophers, artists, and psychologists, students will develop a focused set of goals for their academic, personal, and professional lives. Students will study vocabulary within the context of their reading, and they will improve their grammar and mechanics skills through differentiated assignments that provide individual students with the skills for which their writing samples indicate a need. This course is aimed at improving student's skills as readers, writers, speakers, listeners, and thinkers. Students will develop these skills by connecting texts to essential questions about and the world beyond the classroom. The course also includes academic discussions (Socratic Seminars, debates, literature circles) to build student's capacity in communicating their knowledge and analysis. Units of instruction are aligned with the Common Core ELA standards.

Prerequisites:

none (Required)

Co-requisites:

None

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Personal Narrative

Project Description:

“To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment."

Believe it or not, your first project of high school is going to prepare you for the number one most important project of high school: getting accepted into college. That’s because a major part of your college application, surprisingly enough, will include storytelling. Sharing stories is a major part of the way we communicate who we are to others: whether it’s in a college application, a job interview, an introduction to a new friend, or a fight for what you know is right, you will always be trying to tell other people your story, including why you believe what you believe and why you choose to do what you do. Sometimes, people misunderstand who we are, make assumptions about who we are, or try to define us in ways that don’t feel true. In this project, you will get to use your voice to talk back to all of that, defining yourself, once and for all, and without the definitions or pressures from others, through story.

In order to do this well, we will analyze the methods famous authors have used to develop their personal stories. Additionally, we will discuss how our identities are supported and also challenged by those around us in a major Socratic Seminar, and eventually, you will become experts on a few stories, picking one to describe and analyze in an organized paragraph. At that point, with newfound knowledge about the tools of the trade, you will set out to write your story, undergoing the writing process with pre-writing, drafting, revising, editing, and peer and teacher workshopping. At the end of this project, you will not only have a personal narrative that you may one day decide to refine and use in your college application, but you will also have learned a little bit about who you truly are, as well as better understanding the identities of those around you.

Essential question: In a culture where we are bombarded with other people trying to define us, how do we define ourselves? How can we define ourselves through storytelling and narrative?

Enduring Understandings: Story writing is a way to define yourself and share who you are authentically. Every person has a unique story that deserves to be heard, understood, and respected. Personal narrative writers craft their texts using specific word choice, tone, and narrative techniques to engage their readers.

In a 5-week project of 2 90-minute blocks per week, students will...

- **Read** a series of short personal narrative essays and stories.
- Identify a theme in a text and provide some details that support its development.
- Analyze how characters, plot, or ideas are developed using selections from the text as evidence.
- Discuss and explain their analyses and how their evidence supports their analyses.
- Outline an organized paragraph that explains their analysis of theme.
- Draft, revise, and edit a textual literary analysis paragraph.
- Outline a personal narrative that demonstrates plot and character development.

- Craft a personal narrative that incorporates dialogue, imagery, blocking, and internal monologue.
- **Revise and edit** a personal narrative to include improved storytelling devices and grade-level language conventions.

Fact or Fiction: A Textual Analysis Project
Essential question(s): What genres of texts are most important to our education: fiction, nonfiction, or both? What can we learn from fiction and nonfiction and how much should each be taught in high school?

Enduring Understanding(s):

- Reading is a powerful method of learning about topics we are interested in. Texts of different genres offer us unique and diverse opportunities for learning. Different types of texts teach us in different ways, and genre must be considered when we analyze and comprehend a text.

- In order to better understand and learn from a text, we need to make inferences about its themes or central ideas, and identify how evidence supports the themes and central ideas.
- One way to have a say in our education is to craft arguments defending our opinions. Strong arguments include claims, sub claims, evidence, and justification.
- There are a number of ways to assert our arguments and take action on issues we care about: we can participate in debates/discussions and we can also craft business letters to important local or national figures.

Description:

In this class, we are teaching you lies! Yup, you read correctly--lies! That's because in English, we read and learn about a little something called... fiction. You remember fiction, right? It is the genre of texts about imaginary, *completely fabricated* stories, places, and characters. All kidding aside--why do we teach that? What makes fiction so important that you spend much of your academic life reading it? Should we be reading more nonfiction instead? This has become a timely question on the national scale in recent years, and actually American high schools now read a bit less fiction than they once did, because of the emergence of the Common Core, which includes less fiction and more nonfiction in its standards. What do you think about all of that? Would you like to have a say in what type of reading you do in high school?

In this project, you will get to explore what there is to learn from works of fiction as well of works of nonfiction. You will pick a topic you would like to learn more about, and you will then read a selection of short stories and informational articles about the topic, gathering the lessons from each as you go. To keep track of what the texts teach you, you will participate in literature circle discussions, and you will also write analytical paragraphs, identifying the central message or theme (which you might call the biggest lesson) of each of the texts. After you have read several works and have hopefully learned a lot about your topic, you will compile and polish your writing in an Analytical Portfolio, documenting all that you learned. Then, you will participate in a structured academic debate to answer the question: Which is more important to our education: fiction, nonfiction, or both? Finally, you will reflect on all of your experiences, writing a letter to an educational leader of your choice (it could be someone local, like your school principal, or it could be someone nationally known, like the chair of the Common Core organization). You will share what types of reading benefit you the most and how you would like to see reading included in your own and in other students' high school curriculum. Get ready to have your say in what you learn at school: this is an opportunity for you to be actively involved, like you should be! After all, you are the key player in the success of your education.

In a project of 6 weeks, including 2 90-minute blocks per week, students will...

- **Read a selection of fiction and nonfiction texts**, and identify the themes and central ideas in each.

- **Craft research questions** inspired by the topic in selected fictional texts.
- Conduct research to answer research questions, identifying credible sources and analyzing their central ideas.

- **Discuss the major points and learning from each text in small groups,** applying all ideas to a topic of their choosing.

- **Craft analytical paragraphs** asserting the theme or central idea in each text, and supporting their analysis with evidence and justification.

- **Engage in structured, formal academic debates** about which is most important to our education: fiction or nonfiction, and using skills of preparation, active listening, and contribution/discussion.
- **Craft argumentative claims and evidence** to support a position for their debates.
- **Reflect on their learning** throughout the project and use personal experience and research to form an opinion and generate a recommendation for how to improve reading and learning in American high schools.

- **Craft arguments in a formal business letter** to a leader in education chosen by the students.
- **Polish all final writing to incorporate elements of style and language and conventions,** including MLA format, sentence variety, properly embedded quotations, and formal academic language.

Are We Innocent?
Essential question(s): Are people naturally good and innocent or are they naturally evil and without morals? How do authors reveal the inner nature of characters, including what they desire, care about, and stand for?

Enduring Understanding(s):

- The question of whether or not humans are naturally good or evil is a classic literary theme addressed in works of fiction and nonfiction alike.

- Authors employ a variety of strategies to slowly introduce, explain, and develop each character in a text. Characters, like people, convey their inner nature through all of their interactions--analyzing these closely can help readers uncover character's fears, flaws, longings, attitudes, values, and aspirations.
- Authors can use word choices to convey and develop characters, using the connotations, denotations, and figurative meanings of words to reveal character elements.
- To craft a clear and effective essay, you need to implement a strong organization and you need to logically explain how your evidence supports your analysis.

Description: What is the nature of humanity? How is it that some people become good, generous, loving, and benevolent, while other people commit horrible crimes and become so awful we might even classify them as evil? In this project, we will read a novel that pushes us to consider these questions, coming to various conclusions as we analyze specific characters and determine whether they are good or evil and how they have become that way. We will then push our analysis a little further and imagine ourselves as lawyers in a trial, defending each major character in the book as guilty or innocent of a terrible crime that occurs in the book. You will take on a role as the prosecution or defense, and then you will present your case to a jury of your peers so that all the characters in this novel can finally have justice, once and for all. You will strengthen your case with the strongest evidence available to us: the text and your analysis of how your character developed over the course of the book. In this work, you will further analyze how the author revealed your character's development using a variety of devices but particularly word choice. Your intensive study of the book will pay off: not only will you conclude this project having taken on the responsibilities of a criminal lawyer, but you will also have written a full-length literary analysis essay, a form of writing that you will continue to use throughout high school and into college.

In a 10-week project of 2 90-minute blocks per week, students will...

- **Read** a grade-level novel, employing a number of strategies to improve comprehension.
- **Track the development of a character** in a text by gathering evidence and making inferences in each chapter.
- **Analyze a character's development over the course of a text** by identifying his interactions in the texts and inferring his fears, flaws, longings, attitudes, values, and aspirations.
- **Analyze how word choice contributes to a character's development** by identifying specific word choices and explaining how their various meanings reveal more about the tone, meaning, and character involved.
- **Generate a thesis** identifying the major character traits in a specific character, how they are developed throughout a text, and how specific word choices contribute to this character development.
- **Outline, draft, revise, and edit an essay** on the topic described above.
- **Generate an argumentative claim and subclaims** asserting the character's guilt or innocence in the murder of another character in the text.
- **Gather evidence and prepare remarks** to present at a mock trial for a character.
- **Craft visual evidence into a multimedia presentation** using quotations from a text.
- **Utilize multimedia to enhance the understanding of audience members** in a presentation.
- **Deliver a presentation** with opening remarks, an explanation of evidence, and closing remarks in a Mini Mock Trial.

Poetry and the People

Essential question: How does poetry contribute to our understanding of self, others, and the world? How can I use poetry to share perspectives from my peers and community?

Enduring Understandings

- Writers make intentional choices in poems to create a meaning or give a message to an audience.
- Strong literary analysis is about dissecting a writer's choices and explaining how these choices contribute to the meaning of the poem.
- Poems can illuminate someone's understanding of an experience.
- Poetry is a form of expression that can allow us to share perspectives and reveal the identities of ourselves, our peers, and the community.

Description:

Poetry can provide us with an understanding of a wide array of world experiences, both similar to and different from our own. We read poetry and hear poetry performances to better understand ourselves, others, and the world. In this project, you will become a part of that experience: reading poetry to learn of communities around the world and writing poetry about others, as a way to learn about the people around you. To prepare, you will participate in a character study, the way a real writer might. In this process, you will interview a person in your community, learning about their life, stepping into their shoes, and finally, writing poetry that embodies their experiences. This person will be both the subject and the audience of your poetry collection. As a final product of this project, you will create an original book of poems for your subject. You will perform at least one original poem and present your book of poetry to your subject by the project's end.

Along the way, you will not only understand more about how poetry connects us and enlightens us, but you will also learn how poetry itself offers strategies and tools that generate a wealth of meaning. You will read a variety of poetry, taking it as inspiration and as a model for your own work. Then, you will analyze the tone, word choice, imagery, style, and themes that the poems convey. It will be your job to build on the skills you learned in the Literary Analysis Essay project to interpret these poems and craft analyses that explain how the poet's choices contribute to the meaning of the poem as a whole. You will challenge yourself further than in the Literary Analysis Essay by practicing and writing your final analytical poetry essay in a timed setting, much like the timed writing experiences you will have in sophomore English and in your AP classes and AP exams in the 11th and 12th grades.

In a 5-week project consisting of 2 90-minute blocks per week, students will...

- **Read** a series of poems with topics of identity, community, and relationships.
- Identify a central theme in the poems and explain its development.
- Analyze the poetic devices and explain how they contribute to a theme in the poems.
- Outline a literary analysis essay in a timed setting, as practice for a final timed write.
- Write an literary analysis essay in a timed setting, asserting how poetic devices contribute to a theme in a poem.
- Replicate the word choices, topics, themes, or other poetic devices used in specific poem selections to create their own versions.
- Draft, revise, and edit poems to include clear and strong use of narrative technique.
- Practice public speaking strategies to prepare for a final performance.
- **Perform** a poem with use of eye contact, gesture, facial expressions, enunciation, poise, volume, pacing and tone.

Persuasive Speech

ESSENTIAL QUESTION

How can I use my voice to effect change in my community?

ENDURING UNDERSTANDING

Effective speakers use specific rhetorical strategies to persuade their audience.

DESCRIPTION

Martin Luther King, Jr. Abraham Lincoln. Barack Obama. These men have all used their voices to create social change. They have used their voices to change the communities they live in; to make the world a better place. Now, you're going to do it too! In this project, you will explore the way in which a person can use his or her voice in order to persuade and motivate people into action. As you conclude the school year, it is important to understand that school is meant to prepare you academically, but also to become thoughtful, contributing members of society. Often in your life, you will come across wrongs that you believe need to be righted or injustices that you cannot stand to allow to continue. When you encounter these things, you will need to stand up and convince others to support your cause. Often in your life, you will use your voice and your words to impact the opinions and beliefs of others. Your voice is the greatest tool with which you will thoughtfully contribute to your community and your society. This project asks you to research, write, and then deliver a persuasive speech on a topic of your choice. After choosing a debatable topic that is interesting to you and engaging and relevant to your audience, you will delve deeply into your topic through research. Along the way, you will learn how to assess and evaluate sources. After collecting all of your evidence, you will craft a speech that uses multiple rhetorical techniques, such as pathos, counterarguments or rhetorical questions, in order to persuade your audience to support your cause. In order to successfully structure the draft of your speech and incorporate these techniques, you will need a clear knowledge of the content in Appeals 2 and Syntactical Terms 1. After revising your speech through peer review, you will begin practicing the oral presentation by creating note cards and rehearsing with your classmates. After many hours of practice, you will present your speech in front of your classmates and teachers. Some of you may even be lucky enough to give your speeches in front of the entire school!

Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Lord of the Flies	William Golding	Faber and Faber	1954	[empty]	Yes

Other

Title	Authors	Date	Course material type	Website
“Ballad of a Mother’s Heart”	Jose La-Villa Tierra	[empty]	Poem	[empty]
“Words for Worry”	Li-Young Lee	[empty]	Poem	[empty]
“To a Dark Girl”	Gwendolyn Bennett	[empty]	Poem/Short story	[empty]
“Girl”	Jamaica Kincaid	[empty]	Poem	[empty]
“I, Too, Sing America”	Julia Alvarez	[empty]	Poem	[empty]
“not an elegy for Mike Brown”	Danez Smith	[empty]	Poem	[empty]
“did you think i was a city”	Rupi Kaur	[empty]	Poem	[empty]
“Sure You Can Ask Me a Personal Question”	Diane Burns	[empty]	Poem	[empty]
“How to Tell a True War Story”	Tim O’Brien	[empty]	Short Story	[empty]

“Soldier’s Home”	Ernest Hemingway	[empty]	Short Story	[empty]
The Things They Carried (excerpts)	Tim O'Brien	[empty]	Short story	[empty]
“War”	Luigi Pirandello	[empty]	Short story	[empty]
“Job History”	Annie Proulx	[empty]	Short story	[empty]
“That Room”	Tobias Wolff	[empty]	Short story	[empty]
“Geese”	Z.Z. Packer	[empty]	Short story	[empty]
“Homage”	Nadine	[empty]	Short story	[empty]
“Miss Brill”	Katherine Mansfield	[empty]	Short story	[empty]
“Popular Mechanics”	Raymond Carver	[empty]	Short story	[empty]
“The Paring Knife”	Michael Oppenheimer	[empty]	Short story	[empty]
“The Hand”	Colette	[empty]	Short story	[empty]
“The Story of an Hour”	Kate Chopin	[empty]	Short story	[empty]
“Battle Royal”	Ralph Ellison	[empty]	Short story	[empty]
“Mulatto”	Langston Hughes	[empty]	Short story	[empty]
“Indian Education”	Sherman Alexie	[empty]	Short story	[empty]
“Three Girls”	Joyce Carol Oates	[empty]	Short story	[empty]
“How to Date a Black Girl, Brown Girl…”	Junot Diaz	[empty]	Short story	[empty]
“Boys”	Rick Moody	[empty]	Short story	[empty]
“Saving Sourdi”	May-Lee Chai	[empty]	Short story	[empty]
“A Good Man is Hard to Find”	Flannery O’Connor	[empty]	Short story	[empty]
“Missing Women”	June Spence	[empty]	Short story	[empty]
“Killings”	Andre Dubus	[empty]	Short story	[empty]
“Until Gwen”	Dennis Lehane	[empty]	Short story	[empty]
“Trifles”	Susan Glaspell	[empty]	Short story	[empty]
“Fish Cheeks”	Amy Tan	[empty]	Short story	[empty]
“Becoming a Writer”	Junot Diaz	[empty]	Short story	[empty]
“Eleven”	Sandra Cisneros	[empty]	Short story	[empty]
“The Bike”	Gary Soto	[empty]	Short story	[empty]
“Superman and Me”	Sherman Alexie	[empty]	Short story	[empty]
"The Struggle to Be an All-American Girl"	Elizabeth Wong	[empty]	Short story	[empty]
“My Name is Margaret"	Maya Angelou	[empty]	Short story	[empty]
“How it Feels to be Colored Me”	Zora Neale Hurston	[empty]	Short story	[empty]
"Night Walker"	Brent Staples	[empty]	Short story	[empty]
“By Any Other Name”	Santha Rama Rou	[empty]	Short story	[empty]

Additional Information

Course Author:

Joe Bielecki

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Mathematics I

Summit Public Schools

Submitted: Jul 31, 2017
Decision: Sep 6, 2017
APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Summit Public Schools - Rainier (054621)	Classroom Based	Abbreviation: Math I Course Code:
Summit Preparatory High School (053878)	Classroom Based	Abbreviation: Math I Course Code:
Summit Public Schools - Tahoma (054620)	Classroom Based	Abbreviation: Math I Course Code:
Everest Public High School (054429)	Classroom Based	Abbreviation: Math I Course Code:
Summit Public School: Shasta (054815)	Classroom Based	Abbreviation: Math I Course Code:

Title:

Mathematics I

Length of course:

Full Year

Subject area:

Mathematics ("c") / Mathematics I

Integrated (Academics / CTE)?

No

Grade levels:

9th

UC honors designation?

No

Course Description

Course overview:

Math I is a Common Core-aligned math course intended for ninth grade students. It begins with a unit that is accessible and tangible for students that surfaces and extends ideas from middle school that explores patterns and sequences. Next, students study functions and their features as they become more comfortable representing quantitative relationships in multiple representations. These first two units build to Unit 3, where linear and exponential functions are the focus. The focus of Unit 4 is equations and inequalities, where students are extending their existing knowledge of how to manipulate and solve equations to more complex problems and contexts, including systems of equations and inequalities. Students draw on their experiences from Units 1-4 as they undergo their first project, *Epic Event*, where they develop, budget, and pitch an event of their choosing. Next, students shift gears to work on geometry; the geometry unit extends ideas from Grade 8 about transformations to have students develop congruence criteria and prove theorems. The final unit of the year is on statistics, where students work with univariate and bivariate data. This unit naturally leads to the course's capstone project, *Booming Populations*. In that project, students research a developing country of their choice and use a variety of mathematical skills to model that country's population in order to predict where it will be 50 years from now. Altogether, this course sets students up for Math II along the way to completing the three course sequence from Math I to Math III, which is aligned to the high school CCSS math. The suggested calendar for projects/concept units in this course assumes two, 90-min periods per week. You may find the need to increase the time beyond the suggested number of weeks. We recommend a thorough review of the project overview or concept unit plan for each project or concept unit to optimize for your planning needs.

Prerequisites:

None

Co-requisites:

None

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Patterns and Sequences

ESSENTIAL QUESTION

How is the pattern changing, and how can we represent that change?
How can patterns and real-world situations be represented with sequences and functions?
How can we use mathematical representations of real-world situations to make predictions about those situations?

ENDURING UNDERSTANDING

1. Patterns and real-world situations can be represented with sequences, tables, graphs, and symbols.
   2. Representing situations mathematically yields predictive power about those situations.
   3. Arithmetic sequences change additively by a constant difference; geometric sequences change multiplicatively by a constant ratio.
   4. Arithmetic and geometric sequences each have a general form when viewed symbolically and a general shape when viewed graphically.

DESCRIPTION

In this unit, students will...

- Look at visual representations of growth and make predictions about how the patterns will continue.
- Use **spreadsheets** to derive a **recursive rule** for sequences.
- Make connections between visuals and corresponding tables and graphs.
- Use connections between representations to derive an **explicit rule** for each sequence.
- Define - and distinguish between - two specific types of sequences:
  - **Arithmetic**, which change additively by a constant difference, and;
  - **Geometric**, which change multiplicatively by a constant ratio.
- Write precise algebraic rules and identify unknown terms for more complex sequences.

Use **function notation** as they gain comfort writing algebraic rules for sequences.

Features of Functions

ESSENTIAL QUESTION

How can real-life situations be described and modeled mathematically? What are the benefits of doing this?
What are the ways functions can be represented?
In what ways are functions always the same and in what ways can they be different?Collapse (https://www.summitlearning.org/teacher/projects/336766/overview)

ENDURING UNDERSTANDING

1. A relation is a set of ordered pairs that maps inputs to outputs. We can interpret relations as stories.
   2. Functions are relations where each input maps to exactly one output.
   3. Functions can model the quantitative relationships between variables.
   4. Features of functions can be interpreted in terms of the context those features represent.

DESCRIPTION

In this unit, students will...

- Explore and interpret many examples of relations as stories.
  - Given verbally, graphically, numerically, symbolically, and visually.
  - Translate between representations, understanding the affordances of each.
- Recognize that the input/output relationship is a correspondence between two sets: the **domain** and the **range**. Relate the domain and range to a relation's multiple representations and context.

- Define functions as relations where each input maps to **exactly one output**.
- Encounter graphical and verbal descriptions of situations that are not easily described with an equation, describe key aspects of these situations and determine whether they are or are not functions.
- Model real-world situations with **continuous functions**, juxtaposing them with discrete functions they encountered in the previous unit.
- Build fluency using function notation in different contexts.

Interpret graphs of functions using precise terminology to describe key features, including **intercepts**, intervals where the function is **increasing or decreasing**, and intervals where the function is **positive or negative**.

Linear and Exponential Functions

ESSENTIAL QUESTION

How can we use functions to represent change of one quantity in terms of another?
When is it appropriate to use exponential or linear functions to model a situation?
What are the similarities and differences between exponential and linear patterns?

ENDURING UNDERSTANDING

A function's rate of change and initial value determine its other properties and behaviors.
Functions and their features can be represented in multiple, equivalent ways.
Functions can model quantitative relationships between variables.

DESCRIPTION

In this unit, students will...

- Build on their knowledge of arithmetic and geometric sequences to get a more robust understanding of linear and exponential functions. For example, they come to understand that - unlike sequences - the domain of these functions can be extended beyond the positive integers that define sequences. They uncover the distinction between continuous domains and discrete (there are points *in between* those integer values).
- Distinguish between situations that should be modeled with a linear function versus an exponential one; they recognize each when presented with data, graphs and/or real-world contexts, and construct linear and exponential functions to model situations and solve problems.
- Continue focusing on connecting different representations of functions, especially graphical, tabular, algebraic and verbal.
- Dive deeper into the study of linear functions to learn that there are multiple equivalent *algebraic* representations, i.e. different general forms for linear relationships. They study some of these forms, investigating the utility in them and the meaning of their parameters.
- Apply linear and exponential functions to real-world scenarios throughout the unit, and they will interpret the significant parts of the graph or components of the equation in the original context.

Equations and Inequalities

ESSENTIAL QUESTION

What do solutions for equations and inequalities mean?
How can linear equations and inequalities represent real-world situations?
How can contextualizing and decontextualizing linear equations and inequalities deepen our understanding of the real world?
How can we manipulate equations and inequalities to solve for unknown quantities?
How can we justify if a given value or an ordered pair is a solution to an equation or inequality?

ENDURING UNDERSTANDING

Generating equivalent equations is a strategy for methodically solving equations and inequalities.
A solution set is the collection of values that makes a number sentence true.
Systems of equations (or inequalities) are sets of number sentences that use the same variables.
A system's solution can be represented in multiple, equivalent ways.

DESCRIPTION

In this unit, students will...

- Encounter concrete contexts that convey the properties of equality, such as balanced scales or mobiles. They should solve problems in these contexts, transitioning from working with concrete representations to algebraic ones.
- Understand that generating equivalent equations using the properties of equality is a useful process for solving equations. Emphasis is put on reasoning and justifying solution steps using the properties of equality. This foundation helps develop the reasoning needed for equations that are unusual, such as those with zero or multiple solutions, or literal equations.
- Apply logic from equations to solve inequalities, solidifying their understanding that there are infinite solutions to inequalities that can be displayed graphically.
- Reason with systems of equations and inequalities, coming to understand that a system's solution is the point(s) that satisfy all of the system's components. This logic applies to systems of equations as well as systems of inequalities, though graphically the two look different.
- Learn algebraic techniques to solve systems. Students come to apply the substitution and elimination techniques, understand why they work, and know when each makes sense to apply.

Geometry

ESSENTIAL QUESTION

What does it mean to prove deductively?
What information is necessary to prove figures congruent?
How can congruence be used to prove geometric conjectures?

ENDURING UNDERSTANDING

Conjectures become theorems when proved deductively from a small set of axioms and undefined terms.
Congruent segments, angles, and figures result from rigid motion transformations.
Two triangles can be proven congruent based on the order of their corresponding, congruent sides and angles.
Congruent triangles can be used to prove geometric theorems.
Coordinates can be used to prove geometric theorems algebraically.

DESCRIPTION

In this unit, students will…

- Ground themselves in the fundamentals of geometry. They learn that all of Euclidean geometry can be constructed from a compass and straight-edge, all definitions are derived from the undefined notions of point, line, plane, and distance, and all theorems are based on a small set of axioms.
- Develop precise definitions for rigid motion transformations (translations, rotations, and reflections), understand that they preserve angle and distance, and define congruency from these rigid motions.
- Derive triangle congruence criteria (ASA, SAS, SSS) from rigid motions and prove triangles congruent using these criteria.
- Use triangle congruence as one avenue for proving geometric theorems, especially those that they've developed conjectures about.
- Use coordinate geometry to derive formulas and prove theorems.

Descriptive Statistics

ESSENTIAL QUESTION

Why is data collected and analyzed? What are different methods by which data can be displayed?
How do people use data to influence others?
How can predictions be made based on data?
What is strength of an association between two variables?

ENDURING UNDERSTANDING

Measures of center and spread are used to interpret univariate data.
Two-way frequency tables are used to describe the relationship between 2 categorical variables.
Scatter plots illustrate the correlation of bivariate measurement data.

DESCRIPTION

In this unit, students will…

(Univariate data)

- Review key characteristics (measures of shape, center, and spread) and further describe the shape of a data distribution (symmetric, skewed, flat or bell shaped).
  - Discuss variability involving interquartile range and/or mean absolute deviation to reduce learning loss by the time standard deviation is covered in Math III.
- Instead of creating representations of data, the emphasis in high school is on judiciously interpreting representations and measures.
- Develop more precise understanding of **measures of center**.
  - Explain why mean and median are equal for symmetrical distributions, and not equal in examples of skewed distributions.
  - Select median as the better measure of center for skewed distributions, and make generalizations about what kinds of distributions have means larger than medians and which have medians larger than means.
- Draw and **justify conclusions**, given different visual representations of data (box plots, histograms, dot plots).

(Bivariate data)

- Use **two-way frequency tables** for categorical variables to interpret relative frequencies in the context of the data.
- Represent measurement variables on **scatterplots** using technology, identify linear association, find the line of best fit, and interpret the slope and intercepts in context.
- Assess the fit of a line more precisely with technology by generating **correlation coefficients** and by plotting and analyzing **residuals**.
- Compare strength of associations between different pairs of variables by interpreting correlation coefficients. They distinguish between correlation and causation.

Epic Event
Epic Event

- **Essential question(s):** How can mathematical models illustrate the business notions of revenue and cost, and how can these models be analyzed to predict profit or loss?

- **Enduring Understanding(s):** Mathematical models can be developed both by individuals to help manage their finances and by businesses to help plan for something that will be financially feasible.

- **Description:** What goes into creating an awesome, memorable event? How can you figure out how much money is made at a concert or at a charity event? Whether it be an art display, a skateboarding competition, a road race, an awards show, a dodgeball tournament, or an opportunity to raise awareness for a cause such as heart disease prevention, everyone has an idea for an event - but planning a successful event takes time and thought. Often, events require "investors" to provide the money to make the event happen, and investors need convincing that the event will be worthwhile. In this project, you will plan an event along with a business plan to convince potential "investors" of the event's certain success.

This project comes about mid way through the course, after the concept units of *Linear & Exponential Functions* and *Equations and Inequalities*. Students will use their knowledge and understanding of linear functions and systems of linear functions to create and plan their event. Students will categorize costs and revenues into fixed and variable in order to model their event with linear functions. Students will use precision when determining these costs, but also use modeling to explain why their model is inaccurate or what assumptions they made when making the model.

Booming Populations

- **Essential question(s):**
    - How can we understand and predict patterns of population change in countries around the world, using visual models such as scatterplots, spreadsheets, and linear or exponential functions?
    - How do these mathematical models shed light on historical processes and events?
    - What is the utility of such models for making long-range predictions?
- **Enduring Understanding(s):**
    - Linear and exponential models behave in fundamentally different ways, but both can be used to model various situations in social, political or scientific contexts.
    - Each type of model has benefits and limitations.
    - Linear, exponential, and other mathematical models can be used to approximate real-world data and are useful for visualizing patterns, presenting basic information, and making predictions
- **Description:**
    - You'll explore the population patterns of a country of your choice, starting in the year 1950. You'll work to develop various representations of the population data, including spreadsheets and scatterplots. Then, you'll analyze the data to understand the historical, political, economic or social trends that underlie the numerical information you are seeing. Next, you'll use your knowledge of linear and exponential functions to create linear and exponential models to approximate the data, and you will discuss which model represents the data most closely. Following this step, you'll use one of these models to make predictions about the future population of the country you chose. Finally, you'll prepare a brief presentation of your findings and present them to a "population summit" meeting of your classmates.
- This project comes at the end of the year after students have spent time in concept units learning about linear and exponential functions. In Booming Populations, students will choose a country and by analyzing and interpreting its data, students will determine a model of best fit for their country. Students will use this model to predict the future populations of the country.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Pearson Integrated Mathetics	Charles, Kennedy, and Hall	Pearson	1	[empty]	Yes

Supplemental Materials

Title	Content
Supplemental Materials	Projects within the curriculum as well as pacing and spiraling are inspired and adapted from both the College Preparatory Mathematics (CPM) and the Interactive Mathematics Program (IMP) curricula. Units and activities are structured similarly to balance procedural fluency and conceptual understanding, allowing students to construct their own understanding with multiple opportunities to work with other students and teacher-led discussions around formalizing concepts and procedures. Khan Academy, CK-12 and others serve as online, on-demand resources for further explanation, extra practice, and targeted intervention. Desmos and Geogebra are two powerful mathematical tools that students use at various points throughout the year to help create models and representations necessary to communicate understanding and mastery of the concepts and skills associated with the course.

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World Studies I

Summit Public Schools

Submitted: Jul 31, 2017
Decision: Sep 6, 2017
APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
		Abbreviation	Course Code
Summit Public Schools - Rainier (054621)	Classroom Based	World History/Geography I	a100
Summit Preparatory High School (053878)	Classroom Based	World History/Geography I	a100
Summit Public Schools - Tahoma (054620)	Classroom Based	World History/Geography I	a100
Everest Public High School (054429)	Classroom Based	World History/Geography I	a100
Summit Public School: Shasta (054815)	Classroom Based	World History/Geography I	a100

Title:

World Studies I

Length of course:

Full Year

Subject area:

History / Social Science ("a") / World History / Cultures / Historical Geography

Integrated (Academics / CTE)?

No

Grade levels:

9th

UC honors designation?

No

Course Description

Course overview:

The purpose of Modern World 1 is to develop students' historical literacy and communication skills by having them engage in deeply complex historical topics as well as connect the past and the present.

Through the projects in the Modern World 1 curriculum, students begin with the study of ideas their effects, in preparation of diving into the concept of revolution in the second project. The third project focuses on the effects of industrialization, which set them up for the fourth project on imperialism. As the capstone for the school year, students write and deliver a persuasive speech which they work on in both English and Modern World 1.

Nearly every project in Modern World 1 involves students having voice and choice in their topic of study, and the tasks involve a wide variety of authentic assessments including Socratic Seminar, oral presentation, document-based writing, and mock trial. Every project requires students to critically analyze historical sources. This course is designed to be engaging and support students in understanding the relevance of history, in addition to strengthening their skills.

Through the five projects, students will exit the course having received extensive experience analyzing primary and secondary historical sources. Additionally, they will have conducted research and scrutinized the credibility current online sources.

Students will have experienced writing a Document Based Question essay, participating effectively in a Socratic Seminar and delivering an oral presentation to their peers.

Through their projects, students will be well set up with the skills, knowledge, and experiences needed to continue their study of history/social studies in Modern World 2.

Prerequisites:

None

Co-requisites:

None

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Ideas that Changed the World

ESSENTIAL QUESTION

- How can individuals and ideas help spark change?

ENDURING UNDERSTANDING

- Ideas and those that act upon them can help lead to large and small change.
  The “Enlightenment” period in Europe was a political and philosophical movement that involved the emergence and spread of new ideas about human nature and government.
  John Locke, Thomas Hobbes, Jean Jacques Rousseau, and Baron de Montesquieu were some of the most well known Enlightenment philosophers who developed new ideas about human nature and government. These ideas challenged traditional authority, and revolutions took place around the world that weakened the absolute rule of kings and laid the foundation for more democratic forms for government.
  We can also look to U.S. history for examples of individuals and ideas that have led to change.

DESCRIPTION

- Through this project, students have the opportunity to consider many different ideas related to human nature, politics, and government.
  Specifically, they will be able to study the ideas and philosophers prominent during the European Enlightenment.
  Additionally, they will be able to choose an American individual profiled on the “Americans Who Tell The Truth” website and study their ideas and actions.
  Throughout this process, students will grapple with the different ideas presented, if they agree with them or not, and ultimately participate in a Socratic Seminar to discuss and develop and\ even deeper understanding.
  Finally, they will write a paragraph about one of the individuals that they studied.

SCOPE AND SEQUENCE

- Scope: Ten 90-minute class periods
- Sequence:
  - Learn about an Enlightenment philosopher and his views on human nature and government by reading secondary and primary sources.
  - Select an American individual and learn about his/her ideas and actions taken by reading primary and secondary sources.
  - Prepare for and participate in a Socratic Seminar
  - Write a paragraph about one of the individuals studied.

Revolutions Essay

ESSENTIAL QUESTION

- Why do revolutions occur?
- What strategies and methods are most effective during a revolution?
- What makes a revolution successful?
- How was the French Revolution similar to or different from the Mexican Revolution?

ENDURING UNDERSTANDING

- Revolutions occur for many different reasons. The French Revolution was sparked by the vast inequality in society, the poverty of the masses, dissatisfaction with the king and political leadership. The Mexican Revolution was also caused by corrupt leadership and the desire of the people to change an unjust economic system.

- Many strategies and methods are employed by revolutionaries. Many revolutions did involve violent tactics. The French revolutionaries organized marches, stormed government buildings, developed a list of their grievances, and stated their beliefs in the Declaration of Rights of Man and Citizen. Leader of the Mexican Revolution Francisco Madero also wrote down and distributed political grievances through the Plan of San Luis Potosi, and Mexican revolutionaries engaged in strikes and warfare.

- The question of success is always complex. The French Revolution did lead to the toppling of the French monarchy, but there were vast amounts of human life lost. The French endured a "reign of terror" and ultimately got a new king when Napoleon seized power. However, others can argue that the French Revolution led to increased government accountability and responsibility. The Mexican Revolution led to the resignation of Mexico's corrupt dictator and destroyed the oligarchy that had ruled Mexico formally.

DESCRIPTION

- This project provides students with an opportunity to study one of the most interesting concepts in the study of history - revolution!
- Students will study two case studies of revolution in order to understand the deeper project essential questions about revolution.
- Students will study the French Revolution and the Mexican Revolution.
- Then, students will write an essay that compares and contrasts the French and Mexican Revolutions and/or answers one of the project essential questions.

SCOPE AND SEQUENCE

- Ten 90-minute block periods
- Sequence
    - Learn about the French Revolution
    - Study another revolution
    - Write an essay that compares and contrasts the two revolutions and/or answers one of the project essential questions.

Industrial Revolution: Story of a Product

ESSENTIAL QUESTION

- What is the impact of industrialization?
- Do I recommend ____ product to my peers based on what I've learned about its effects?

ENDURING UNDERSTANDING

- Industrial Revolution brought about a pivotal shift in human history, as we began to utilize machine power in order to mass produce items. While industrialization brought about advancements in technology and allowed for mass production of items, new job opportunities, and a greater standard of living for some, there were also adverse on the environment, working conditions, and social structures.

- The effects of industrialization in the past can be compared to the effects of technological advancement today. Through the study of modern products, students can more deeply understand the industrial process and its effects.

DESCRIPTION

- This project provides students with the opportunity to connect the past and the present.

- After studying the Industrial Revolution in Europe in the 1800s, students will select a modern product of their choice to be their focus for this project.

- Students will conduct research on their product - specifically it's industrial process and its effects (environmental, social, economic, cultural, etc.).

- Then, students will weigh the benefits and the costs of their product in order to determine if they will promote or discourage the product to their peers.

- Then, students will prepare a presentation about their project and present their findings to their peers.

SCOPE AND SEQUENCE

- Eight 90-minute block periods
- Sequence:
    - Learn about the Industrial Revolution
    - Select a modern product to study for the project
    - Develop a research question with a focus on the effects of the product
    - Research their product with a focus on its effects
    - Determine if they will encourage or discourage their peers to consume the product
    - Create a presentation to deliver to their peers

Imperialism Mock Trial

ESSENTIAL QUESTION

- What were the effects of imperialism on colonized countries?

- Should imperialists pay reparations to the imperialized country?

ENDURING UNDERSTANDING

- Imperialism is often cited as being motivated by a desire for "land, labor, and capital." In the 19th century "Age of New Imperialism," many countries in Africa and Asia were conquered by European powers.

- In some cases, European countries used military force in order to gain control, and once power was established, colonial government were set up in order to maintain the new relationship.

- There were many results of imperialism. It's critics cite cultural conflict and political problems as some of its most negative effects. In the worst cases, such as the Belgian

Congo, the Congolese people were killed and enslaved as the country's natural resources were used to profit King Leopold's company.

- The question of reparations is complex. In order to determine if it is the best remedy for years of imperialism and effects, it is necessary to understand the situation in depth.

DESCRIPTION

- Through this project, students will study one of two imperialism case studies in depth: Britain and India or Belgium and the Congo, in order to participate in a mock trial. There will be a mock trial for each case study and each trial will have prosecutors, defense attorneys, and witnesses for both sides. The question will be: Should reparations be paid (for the particular case study)?

- In order to prepare, students will learn about imperialism with a focus on its effects.

- Then, students will be assigned a specific case study and role for the mock trial. They will analyze sources in order to prepare a script for the mock trial.

- Students will meet with other members of their team in order to collaborate and prepare for the trial with the goal of winning their case.

- On the day of the mock trial, when one case study is on trial, students participating in the other case study will be jurors.

- At the end, students will reflect upon the process and what they learned.

SCOPE AND SEQUENCE

- Eight 90-minute block periods
- Sequence:
    - Learn about imperialism and background on both case studies
    - After being assigned a case study and role, prepare a script based on historical sources.
    - Work with others to prepare for the trial
    - Participate in the trial and fulfil your role, and be a members of the jury for the other trial.

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Modern World History, Patterns of Interaction	McDougal Littell	McDougal Littell	3rd	[empty]	Yes

Additional Information

Course Author:

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Biology

Summit Public Schools

Submitted: Jul 31, 2017
Decision: Sep 14, 2017
APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Summit Public Schools - Rainier (054621)	Classroom Based	**Abbreviation** / **Course Code** Biology / d100
Summit Preparatory High School (053878)	Classroom Based	**Abbreviation** / **Course Code** Biology / d100
Summit Public Schools - Tahoma (054620)	Classroom Based	**Abbreviation** / **Course Code** Biology / d100
Everest Public High School (054429)	Classroom Based	**Abbreviation** / **Course Code** Biology / d100
Summit Public School: Shasta (054815)	Classroom Based	**Abbreviation** / **Course Code** Biology / d100

Title:

Biology

Length of course:

Full Year

Subject area:

Laboratory Science ("d") / Biology / Life Sciences

Integrated (Academics / CTE)?

No

Grade levels:

9th

UC honors designation?

No

Course Description

Course overview:

The purpose of the course Biology is to develop an understanding of how living things interact with their environment, plus how humans can have both positive and negative impacts on living things around them. Students will learn how organisms respond to their living situation and evolve accordingly. Students will develop social responsibility through exposure to environmental issues. Finally, students will learn about a variety of different scientific advancements related to biology.

Through this course students will develop communication skills through *oral presentation* and designing *multimedia in oral communication*. Students will dive deeply into the inquiry process by designing and conducting scientific investigations. More specifically, students will develop the skill of *asking questions* and *hypothesizing*, then *creating procedures* and *interpreting data*. Finally, students will *draw conclusions* based on these results. An additional layer of this work throughout the entirety of the course is to justify their claims with *evidence* in order to draw their conclusions and make claims.

Prerequisites:

Algebra (Required)

Co-requisites:

None

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

Evolutionary Story of a Living Thing

- **Essential question(s):** HOW and WHY do living things change over time? How do we know living things change over time? What is the evidence that living things change over time?

- **Enduring Understanding(s):** All organisms gradually evolve over time to better adapt to the environment they live in through the process of natural selection. Over the course of Earth's 4.6 billion year history, our planet's environments have changed and so have the organisms that live on Earth. This means every organism living today is related to ancient ancestors that lived thousands to millions of years ago. Scientists know this because there is evolutionary evidence of commonalities between modern day and ancient organisms. These commonalities allow us to understand what caused organisms to change over time as well as how they changed.

- **Description:** Have you ever wondered what humans looked like millions of years ago? Or if we even existed at all? Or what about birds or whales - do you think they looked the same a thousand years ago? What about 10,000 years ago? Every organism living today has a unique evolutionary history. It is the job of an Evolutionary Biologist to reveal the story behind the organisms we see living on our planet today to understand how they have evolved over time and why. During this project, you will take on the role of an Evolutionary Biologist to tell the story of how one organism has changed over time to become the living organism we know today. Your story will include a detailed description of the historical events that have caused your organism to change over time starting with the most ancient ancestor of your living thing that lived millions of years ago. After discovering the evolutionary evidence of your organism's evolutionary story , you will synthesize this evidence to tell a complete story of how your organism has changed over time. Alongside your written story, you will create a visual timeline to illustrate the evolutionary events of your organism. Your visual timeline will illustrate the physical structure and environment of ancient ancestors that lived millions of years ago to the physical structure and environment of your modern day living thing. Your final product will consist of an oral presentation to your peers where you will present your evolutionary story to narrate the creative visual timeline you have made.

During this 5 week project (10 90-min blocks), students will:

- **Collect** evidence
- **Explain** their evidence
- **Illustrate** the evolution of an organism
- **Build** a visual representation
- **Present** their findings

Ethics of E-Waste

- **Essential question(s):**

How does human activity impact our environment? How can humans reverse the damage they do to the environment?

- **Enduring Understanding(s):**

Your electronics (cell phones, computers, TVs) contain chemicals such as zinc, copper, lead, and mercury, which are toxic to humans and damage our environment. Some living things can be used to remove these toxins from our environment. As an electronics owner, you have a responsibility to find ways to reduce the negative impact of your electronics on your health and the environment.

- **Description:**

Excited for the newest iPhone? What about the Apple iWatch? Don't you wish you had that new gaming system? Already tired of your Galaxy phone? Before you run off to the store to buy the latest and greatest smart phone, you should pause and take a moment to think about where your electronic is coming from and what you are going to do with your old stuff. 140 million cell phones get thrown out worldwide each year, and those phones contain hundreds of chemicals that are toxic to humans and damage our environment.

For this project, you will work as a team of researchers at the Silicon Valley Environmental Protection Agency (EPA). Executives from Apple & Google have come to you for research and a plan to clean up the toxins from the millions of old cell phones, computers, and TVs that have been dumped in landfills of Daly City, Redwood City, and San Jose. In order to prepare effectively for this role, you will be collecting background research on E-waste and have a discussion with your colleagues about who you think is responsible and what you think the highest leverage solutions might be.

During the Socratic Seminar on E-waste you will:
-Complete Socratic Seminar preparation graphic organizer using readings and videos
-Participate in Socratic Seminar by asking questions and responding to questions using evidence from readings and videos

This project will also prepare you to dig in to the Bioremediation project where you will be designing an experiment, growing Brassica plants in toxins, and measuring the ability of your plants to clean the environment.

Scope and Sequence

- In this three week project (six 90 minute blocks) project, students will:
    - **Research** relevant information
    - **Connect** evidence to their claims
    - **Discuss** the topic with peers
    - **Suggest** solutions to the problem of e-waste

Bioremediation
Essential question(s): How are living things able to clean up the toxins from human activity? How can humans reverse the damage they do to the environment?

Enduring Understanding(s): Your electronics like cell phones, computers, & TVs contain chemicals such as zinc, copper, lead, & mercury which are toxic to humans and damage our environment.   The usage and disposal of electronics with toxins like these impact our environment. This human activity and use of resources impacts natural systems and human health. Fast plants can be used to remove these toxins from our environment, which is an example of bioremediation.

Description: Excited for the newest iPhone? What about the Apple iWatch? Don't you wish you had that new gaming system? Already tired of your Galaxy phone? Before you run off to the store to buy the latest and greatest smart phone, you should pause and take a moment to think about where your electronic is coming from and what you are going to do with your old stuff. 140 million cell phones get thrown out worldwide each year and those phones contain hundreds of chemicals that are toxic to humans and damage our environment.

For this project, you will work as a team of researchers at the Silicon Valley Environmental Protection Agency (EPA). Executives from Apple & Google have come to you for research and a plan to clean up the toxins from the millions of old cell phones, computers, & TVs that have been dumped in landfills of Daly City, Redwood City, and San Jose. In order to develop a clean-up plan you will first need to design and conduct an experiment using Fast Plants to remove e-waste toxins from the landfills.

Proficient Part 1: Design & Conduct Experiment will mean that you:
-Research & write a research question & hypothesis for experiment
-Conduct experiment over several weeks
-Organize data from experiment in a data table

Proficient Part 2:
-Analyze patterns in data from experiment
-Write a conclusion based on the evidence from the experiment
-Make recommendations to Apple & Google about the best way to clean up e-waste in the landfills

The two parts of the project will continue to develop your abilities to design & collect data in an experiment, organize & analyze your data, and write conclusions & recommendations based on evidence. These skills are needed for success as developing as a scientist in biology.

Scope and Sequence

This project consists of roughly 11 weeks of project time (~22 total 90-minute classes). However, after plants have been planted the project takes a partial break while students collect data and work on the Scientific Discoveries project. This Project Overview will cover the project calendar with Scientific Discoveries in mind. During this project, students will:

- **Research** background information for a problem
- Develop a research question and hypothesis
- Plan an experiment
- Collect and Interpret data
- Draw conclusions from their experiment
- Consider new questions that build from their experiment

Scientific Discoveries

- **Essential question(s):**

How does a scientific discovery or event impact different types of living things and/or environments? How do you decide if a scientific discovery is trustworthy and supported by good evidence?

- **Enduring Understanding(s):**

Scientists constantly discover new and exciting things that impact our lives. It is our responsibility as informed citizens to be aware of the history of science and of recent scientific discoveries that impact our communities.

- **Description:**

Do you eat bananas? Do you know someone who has cancer? Do you know about designer babies? Does your family spend too much money on gasoline? Do you know someone who is blind? Do you know someone who needs an organ transplant? Cancer immunity in naked mole rats, growing gasoline using bacteria, bionic eyes, and bioengineered blood vessels are just a few of the exciting discoveries that are happening all of the time in science.

For this project you will play the role of a TV reporter researching and presenting about either a recent or historical discovery in science. As a TV reporter you must communicate important facts about the discovery in a way that is engaging and appeals to your audience. You will also critique and challenge the evidence and arguments of the discovery in order to contribute to the body of scientific knowledge.

Proficient Part 1: Researching & Evaluating Scientific Article
-Choose an article about a discovery in science that is appropriately challenging
-Evaluate the evidence and analysis supporting the discovery

Proficient Part 2: Selecting Relevant Sources
- Analyze how trustworthy your article is

Proficient Part 3: Preparing for your Presentation
-Create a Google Presentation for your discovery
-Include pictures and multimedia to engage your audience

Proficient Part 4: Presenting to your Class and Providing Feedback
-Deliver your presentation with effective eye contact, volume, and body language
-Provide positive and constructive feedback to your peers during their presentations

The four parts of the project will continue to develop your abilities to evaluate resources that you researched, critique evidence and arguments, create a presentation that engages your audience, and speak effectively in front of groups. These skills are needed for succeeding as a scientist in biology.

Scope and Sequence

This project happens DURING the Bioremediation project while students are collecting plant data.

- Student presentations can happen simultaneously during the last weeks of the Bioremediation project
  - During the last weeks of the Bioremediation project, class can begin with a couple student presentations
  - This can substitute for the “Do Now” or Warm-up
  - Student presentations can therefore happen over a 2 week period where 3-4 students present per day. Students can present in front of the whole class.
- This project consists of five to six 90 minute classes (about 3 weeks) for student work time and the potential to either complete all presentations in 1-2 classes or as outlined above.
- Students will be:
  - **Researching** a discovery related to biology.
  - **Assessing** the validity of their sources.
  - **Designing** presentations about their discovery
  - **Presenting** their learning to peers

DNA Barcoding

- **Essential question(s):**

How can I use DNA Barcoding to determine if a store and/or restaurant in my community is telling the truth about the seafood they sell?

- **Enduring Understanding(s):**

All organisms have DNA. This DNA includes a specific gene called the CO1 gene (or the rbcl gene in plants) that can be "barcoded." Barcoding DNA essentially means to read the genetic material. The CO1 gene in animals and the rbcl gene in plants are specific to each living organism that exists! We can identify any living species through the use of DNA barcoding.

- **Description:**

Scientists estimate that there are 11 million species on our planet and only 1.9 million have been discovered (2009). Some scientists estimate that there are as many as 50-100 million species on our planet. New species are being discovered every day!

Have you ever wondered if the fresh food in your local grocery store is really the species it is labeled to be? Have you ever wondered what species diversity you have in your own community? Can you imagine the implications of a food industry that is mis-labeling food for their own financial benefit? With one two-day lab, we are able to extract DNA from any living species and identify its scientific name (or discover an entirely new species!).

Although there are many essential questions that you can answer while using the DNA Barcoding technique, we will narrow our focus in this project to focus on just 2 concepts: Sustainable Seafood and Seafood Fraud.

In this project you will take on the role of a sustainable seafood scientist in order to reveal the hidden truth behind the seafood products sold in local stores and restaurants. While working with a team, you will identify one or more stores or restaurants in your community in order to determine if they tell the truth about the seafood that they sell.

To accomplish this task, you will first become a seafood expert while utilizing Monterey Bay Aquarium's Seafood Watch program as a main resource. Then, while following your team's agreed upon research design plan, you will venture out to the stores and/or restaurants in your community that you identified as your focal point in your research to collect seafood samples. These samples will then be brought back to class where they will be used as a source of DNA during the 2-day DNA Barcoding Lab. First, we will extract the DNA, then we will amplify it to prepare our seafood samples to be sequenced. Once sequenced by a company called GENEWIZ, we can then review our results to identify the exact species that our seafood samples really were. During this final step, some may find that their store and/or restaurant was indeed lying about the species of seafood that they were selling! The conclusion can then be made that there is seafood fraud happening in your community and you've identified an untrustworthy location to buy seafood from. If these are your findings, make sure to warn others to be aware of what they buy and eat!

During this project your final product will be a complete scientific lab report that is geared toward educating the scientific community about your findings.

This project is directly building on your understanding of content and skills. In terms of content, you will extend your learning about all cells and living things. Additionally, you will have opportunities to improve your cognitive skill development on the writing of a formal scientific lab report, like you did when you worked on Bioremediation.

Scope and Sequence:

During this 8 week project students will:

- **Research** background information for a problem
- Develop a research question and hypothesis
- Plan an experiment
- Collect and Interpret data
- Draw conclusions from their experiment
- Consider new questions that build from their experiment

Course Materials

No course materials have been added to this course.

Additional Information

Course Author:

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Comment to UC:

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A-G CMP
Course Management Portal
(/dashboard)

Printed on: 09-20-2017 09:02 AM

Spanish 1

Summit Public Schools

Submitted: Jul 31, 2017
Decision: Sep 6, 2017
APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Summit Public Schools - Rainier (054621)	Classroom Based	Abbreviation: Spanish 1 Course Code: e100
Summit Preparatory High School (053878)	Classroom Based	Abbreviation: Spanish 1 Course Code: e100
Summit Public Schools - Tahoma (054620)	Classroom Based	Abbreviation: Spanish 1 Course Code: e100
Everest Public High School (054429)	Classroom Based	Abbreviation: Spanish 1 Course Code: e100
Summit Public School: Shasta (054815)	Classroom Based	Abbreviation: Spanish 1 Course Code: e100

Title:

Spanish 1

Length of course:

Full Year

Subject area:

Language Other than English ("e") / LOTE Level 1 Spanish

Integrated (Academics / CTE)?

No

Grade levels:

9th

UC honors designation?

No

Course Description

Course overview:

Spanish 1 is a year-long course designed for high school students that have little to no prior experience with the Spanish language. The purpose of this course is to familiarize students with basic vocabulary in Spanish, basic structures of the Spanish language, and various cultural characteristics of the Spanish-speaking world.

The curriculum consists of 6 projects, each centered around a specific theme. The activities within these projects are designed to encourage a balanced, continuous practice of reading, writing, speaking, and listening skills in the target language. The culminating assessments within each project focus on the 3 modes of communication (interpretive, interpersonal, and presentational) and ask students to use the language in meaningful, real-world scenarios.

In all 6 projects students will practice their reading, writing, speaking, and listening skills in Spanish through practice activities centered around the theme of the project. Within these activities, students may be asked to read a passage and answer questions about it, watch a short video and answer questions about it, describe someone or something in writing, and/or exchange general information with someone verbally or in writing.

Additionally, each project includes 3 assessments (a reading/listening assessment, a writing task, and a speaking task) that focus on the 3 modes of communication (interpretive, interpersonal, and presentational). The reading/listening assessment asks students to demonstrate their understanding of a text/audio/video by answering questions targeted to assess their literal and interpretive comprehension. Depending on the project, the writing task will either ask students to describe someone/something or exchange information with someone by responding to an email, for example. And finally, the speaking task will either ask students to give an oral presentation explaining someone/something or exchange information with someone through an impromptu conversation.

By the end of this course, students will be able to understand the main idea of short and simple texts/audio clips/videos in Spanish, exchange or present information on familiar topics in Spanish, and write short descriptions related to familiar topics in Spanish.

This course is aligned to the World Readiness Standards for Learning Languages (https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf). Most of the standards manifest within the projects themselves, but the “Language Comparisons” standard is covered in the course’s associated focus areas.

Prerequisites:

None

Co-requisites:

None

Course content:

The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current "a-g" course criteria and guidelines when completing your course submission form.

¡Hola!

Essential Questions: Why is it important to try to speak a little bit of the language of a country you are traveling to? What are the basic phrases/questions you should know in Spanish to be able to get around? Why is it important to know the difference between 'tú' and 'usted'?

Enduring Understandings:

It's important to try to speak a little bit of the language of a country you are traveling to in order to show that you are interested in and care about their culture.

In Spanish, there is formal and an informal way to address someone, and it's necessary to know both in order to be respectful when meeting someone new.

Description: Have you ever traveled to another country where you didn't speak the language? If you have, you know how challenging it can be to get around or even handle the simplest task when you are not able to communicate with the people around you. People can sometimes become impatient (rightfully so) when you are abroad and don't speak their language. You might be surprised what positive interactions can happen even when you try to speak a little bit of their language. When you can speak a little bit of another language, it can make simple tasks like finding the right train or asking how much something costs much easier, and it also shows that you care about and are interested in the foreign country's culture and people. Imagine that you are about to travel to a Spanish-speaking country. What phrases/questions will you need to know in Spanish to get around? In this project you will learn just that! You will learn and practice how to greet, introduce yourself, ask about others, and say good-bye through several small activities culminating in a final, group video you will make with other classmates demonstrating these skills. ¡Buena suerte!

Scope and Sequence:

In this 4-week project (consisting of 2 ~90 minute blocks or 4 ~45 minute periods per week), students will...

- read conversations and watch videos of people exchanging basic information in Spanish
- complete a listening assessment
- practice responding to and requesting basic information in writing
- practice exchanging basic information verbally with classmates
- draft a script with several classmates
- memorize their lines and prepare to record their skit
- submit the final draft of their script and record their skit

Día de los muertos

Essential Questions: Why should we study other cultures' traditions and what does it teach us about our own traditions? How do other cultures view and honor death?

Enduring Understandings:

All cultures and traditions have their own ways of viewing and honoring death.

Learning about other cultures helps us understand our own culture.

Description:

A funeral is the typical way that people here in the United States mourn/celebrate the life of a loved one. It is often a very sad event, filled with people crying and consoling each other. In years following the death of a loved one, friends and family members might occasionally visit the grave and leave flowers. These customs, however, can vary greatly across the world. Día de los Muertos (the Day of the Dead), a Mexican celebration, is a day to celebrate, remember, and prepare special foods in honor of those who have departed. On this day in Mexico, the streets near the cemeteries are filled with decorations of papel picado , flowers, candy calaveras (skeletons and skulls), altars, and parades. It is believed that the spirits of the dead visit their families on October 31 and leave on November 2. Though it deals with the theme of death, Día de los Muertos is not a sad time, but rather a time of celebration and honoring loved ones. In this project, you will have the opportunity to learn more about this holiday and compare it to our holidays and customs. You will also get to honor either a celebrity/athlete or someone that you have lost by writing about them and building a "nicho" for them!

Scope and Sequence:

In this 5-week project (consisting of 2 ~90 minute blocks or 4 ~45 minute periods per week), students will...

- learn about the Day of the Dead holiday and compare it to holidays/traditions in the U.S. in a class discussion

- read texts and listen to audio clips in which various people describe their physical appearance, personalities, and likes/dislikes
- complete a reading assessment
- practice describing themselves and others in writing
- practice exchanging information about physical appearance, personality, and likes/dislikes verbally with classmates
- draft a written description of the person for whom they are creating their "nicho"
- create their "nicho"
- prepare for their pair-share
- submit the final draft of their written description and complete the pair-share activity

Mi familia

Essential Questions:

How would I describe my family (both individually and as a whole)? How is my family similar and/or different than other families?

Enduring Understandings:

Within each family, there can be a lot of variance in terms of what people are like and what they like to do, but there are also usually a few things family members have in common. Likewise, many similarities and differences exist across families, both in structure and character!

Description:

Have you ever caught yourself thinking "I bet other families aren't like this." or "No one would understand my family."? Well, here's your chance to test those thoughts and to get a glimpse of what your classmates' families are like!

In this project, you will learn how to describe families and family members in-depth. After reading about and listening to descriptions of other families, you will create a mini photo album of your own family, complete with descriptions of each picture. Then, you will present it to the class!

Scope and Sequence:

In this 4-week project (consisting of 2 ~90 minute blocks or 4 ~45 minute periods per week), students will...

- read texts and listen to audio clips about various families and their members in Spanish
- complete a listening assessment
- practice describing their own family and other families in writing
- practice exchanging information about families verbally with classmates
- create a draft of their family photo album
- prepare for their presentation
- submit their final photo album and present their photo album to the class

En la escuela

Essential Questions:

What is your school day like? How is the school day different in other Spanish-speaking countries? What do you and your friends and family do on the weekends?

Enduring Understandings:

High school experiences can be very different from country to country, whether that means students being required to take different courses, starting and ending at different times, eating at different times, or having different classroom routines. Similarly, what young adults do outside of school on the weekends can vary from country to country, but there are also many similarities.

Description:

You probably know your high school very well by now. Have you ever wondered what the high school in the next town over is like? How about in the next state, or in another country? Would it surprise you to know that teenagers in some Spanish-speaking countries have never had a school lunch before because they eat at home instead?

In this project, you will learn how to talk about your school day in Spanish, including when your classes are and what you do in them. You will also learn how to explain what you and your friends in family do in your free time. You will start by reading about/listening to the routines of others and then you will practice talking about your own routines through various writing and speaking activities. Finally, you will be asked to respond to an email from an exchange student that will soon be attending your school and then have a conversation with a classmate to prepare you for the task of showing an exchange student around!

Scope and Sequence:

In this 5-week project (consisting of 2 ~90 minute blocks or 4 ~45 minute periods per week), students will...

- read texts and listen to audio clips of people explaining when they have class and what they do in their classes
- complete a listening assessment
- practice explaining when they and other have class and what they do in those classes in writing
- practice exchanging information about classes and class schedules verbally with classmates
- draft an email response to an exchange student
- prepare for their conversation with an exchange student
- submit the final draft of their email response and complete the practice conversation with an exchange student

Mi estilo personal

Essential Questions: What is your personal style? What does your style say about you? Can clothing be a reflection of culture?

Enduring Understandings: Everyone has their own preferences when it comes to what they like to wear and what you wear can be an expression of your personality. Some clothing worn today even has a cultural connection and was, for example, originally worn by people from a certain country/region for a specific purpose.

Description: Are you someone who throws on the first thing you grab out of your closet in the morning or do you spend hours planning out what you will wear the night before? Do you go shopping with your friends whenever you get a chance or do you prefer that someone else pick out clothes for you? Wherever you are on this spectrum, you surely have some preferences in terms of what you like to wear on a daily basis and have formed some opinions about what other people wear. By the end of this project, you will be able to describe your own style as well as comment on the styles of others. You will also learn about the other things that clothing can communicate, like personality or culture!

At the beginning of the project you will read and listen to conversations between people about their clothing preferences, read about others' personal style, and listen as someone describes various outfits in store windows. After completing a reading assessment, you will write your own style blog and go window-shopping with a classmate!

Scope and Sequence: In this 5-week project (consisting of 2 ~90 minute blocks or 4 ~45 minute periods per week), students will...

- read texts and watch videos related to clothes and shopping
- complete a reading assessment
- practice describing their own clothing and style as well as that of others in writing
- practice exchanging information about clothing and style verbally with their classmates
- draft their personal style blog entry
- prepare for their shopping trip simulation
- submit the final draft of their personal style blog and complete the shopping trip simulation

Un viaje inolvidable

Essential Questions: What other countries in the world are Spanish-speaking? What are the unique characteristics and cultural elements of these countries that make people want to visit? What else does someone need to know before planning a trip to one of these countries?

Enduring Understandings: Besides the United States, there are lots of other Spanish-speaking countries on many different continents! Each one of these countries has their own unique food, music, dance, and customs, which makes people eager to visit! Because these countries are located all over the world, it's important to think about the weather and what to pack before planning your trip!

Description: Have you ever wondered where else besides the United States you could use your Spanish someday? By the end of this project, you will have lots of ideas for future vacations because you will research a Spanish-speaking country of your choosing and also learn about other Spanish-speaking countries from your classmates!

After practicing your vocabulary and reading and listening skills, you will watch promotional videos from different Spanish-speaking countries and show what you understand! Then, after practicing your writing skills, you will research a Spanish-speaking country of your choosing and write out all the important information about it in Spanish. Finally, after practicing your speaking skills, you create a promotional video for your country encouraging people to come visit!

Scope and Sequence: In this 5-week project (consisting of 2 ~90 minute blocks or 4 ~45 minute periods per week), students will...

- read texts, listen to audio clips, and watch videos related to food, weather, and travel
- complete a listening assessment
- practice describing other Spanish-speaking countries and the plans of others in writing
- practice exchanging information about their plans, the plans of others and the weather verbally with classmates
- draft a description of another Spanish-speaking country
- prepare for the creation of their promotional video
- submit the final draft of their written country description and their promotional video

Course Materials

Textbooks

Title	Author	Publisher	Edition	Website	Primary
Realidades, Level 1	Peggy Palo Boyles	Pearson Prentice Hall	1st	[empty]	Yes

Additional Information

Course Author:

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Comment to UC:

COGNITIVE SKILLS

Interdisciplinary, higher-order thinking skills

> “Students need to do more than retain or apply information; they have to process and manipulate it, assemble and reassemble it, examine it, question it, look for patterns in it, organize it, and present it. They need intentional patterns of thinking to draw on as they complete work after high school.”

— DAVID CONLEY, EDUCATION POLICY IMPROVEMENT CENTER

> “Educational success is no longer about reproducing content knowledge, but about extrapolating from what we know and applying that knowledge to novel situations. Education today is much more about ways of thinking which involve creative and critical approaches to problem-solving and decision-making. It is also about ways of working, including communication and collaboration…”

— ANDREAS SCHLIECHER, OECD EDUCATION DIRECTORATE

Upon graduation, students will

achieve level 6 or higher on every skill on the Cognitive Skills rubric.

What are Cognitive Skills?

Cognitive Skills are interdisciplinary competencies that require higher-order thinking.[1] David Conley of the Education Policy Improvement Center (EPIC) calls these skills “cognitive strategies” and defines them as “ways of thinking necessary for college work.”[2] The Center for Curriculum Redesign (CCR) suggests that these skills are “how we use what we know” and involve the four Cs: Creativity, Critical Thinking, Communication, and Collaboration (Fadel, Trilling & Bialik, 2015). Educational researcher David Perkins (2014) describes 21st century skills and dispositions as those that cultivate “critical and creative thinking, collaborative skills and dispositions, leadership, entrepreneurship, and related skills and dispositions that speak strongly to living and thriving in our era.” **While the terminology differs across frameworks, there is universal agreement across the research community on the importance of students developing Cognitive Skills.**

What is the research behind the development of Cognitive Skills?

Summit’s focus on Cognitive Skills is supported by the most prominent national and international frameworks that have been published over the past ten years describing the competencies required for college and career readiness. Both the Common Core State Standards (CCSS) as well as the Next Generation Science Standards (NGSS) emphasize the teaching and learning of Cognitive Skills. Both sets of standards were developed as a result of extensive research on the skills students need to be successful in college and careers (CCSS, 2010; NGSS, 2013). Well-respected competency frameworks from EPIC, P21, and CCR all prioritize the development of academic skills in addition to the acquisition of content knowledge.[3]

Evidence from cognitive science further supports an emphasis on the development of higher-order thinking skills. A hallmark of deep understanding is transfer, the ability to take an idea learned in one context and apply it to another. Researchers have found that educational experiences that require students to take an active role in their own learning and that emphasize communication and metacognition enable the process of transfer (De Corte, 2003). Summit’s approach to cognitive skill development across grade levels and subject matter rests on the primacy of transfer to promote enduring learning.

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1. The term “Cognitive Skills” comes from an influential report published by the National Research Council in 2012 entitled *Education for Life and Work: Developing Transferable Knowledge for the 21st Century*. The report acknowledges that domains of learning are interrelated and that Cognitive Skills are required in multiple domains.

2. Each of the leading frameworks differ slightly in the terminology they employ. See: Conley, D. (2012); Partnership for 21st Century Skills. (2016).

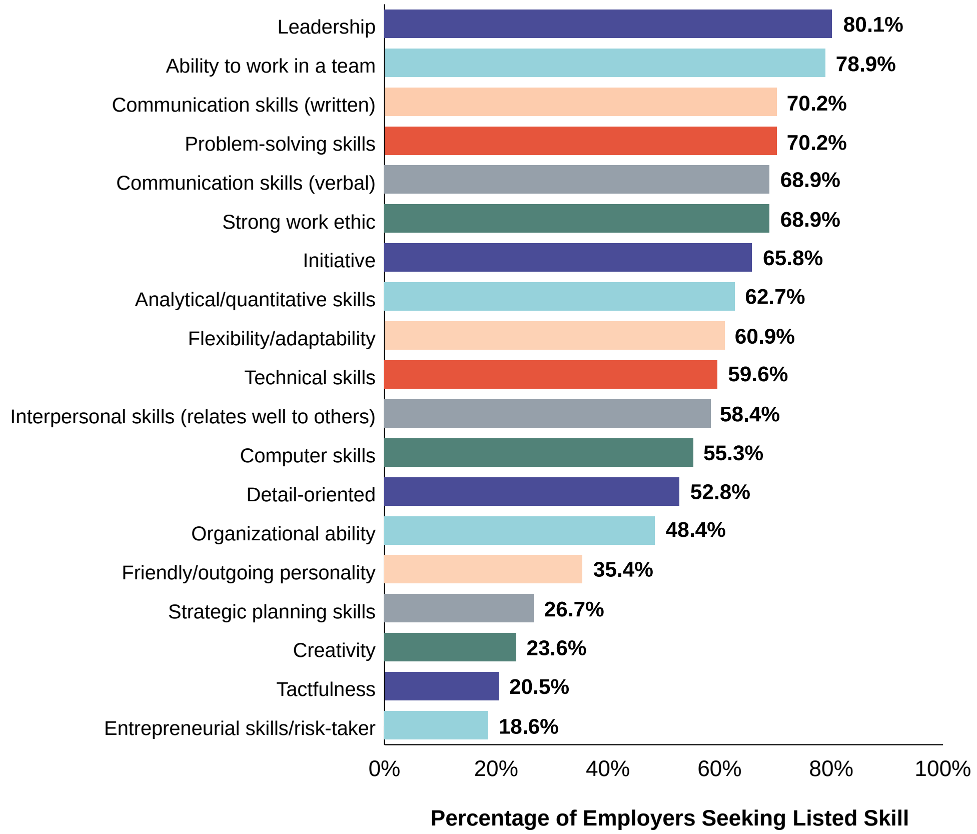
3. Researchers at Next Generation Learning Challenges have analyzed the nation’s most prominent curriculum frameworks. A crosswalk of the frameworks demonstrates the near alignment of experts on the importance of teaching Cognitive Skills. See: Lash, D, Belfiore, G. & Calkins, A. (2017).

It is important to note that the discussion of Cognitive Skills here reflects higher-order thinking skills on one end of a developmental continuum. Recent evidence in learning science suggests that the development of cognitive readiness is a pathway analogous to the development of other complex skills. Cognitive skill development, like other skills, has a “readiness pathway” beneath it that can be built, no matter what a student’s starting point (Osher, Cantor, Berg, Steyer & Rose, In Preparation 2017a, 2017b).

Additionally, a focus on cognitively rich curricula for all students actively combats what Martin Haberman (1991) calls “a pedagogy of poverty.” Rigorous thinking and authentic performance within supportive, feedback-rich environments must be accessible to all students if we are to combat systemic inequities and deliver on the promise of public education.

Finally, Summit’s emphasis on Cognitive Skills is based on our careful analysis of what skills employers value in future employees. Consider a 2016 national survey of the ten skills employers most want from college graduates, below. Skills such as teamwork, communication, and collaboration all top the list (NACE, 2016). Similar lists have been created by the Organisation for Economic Co-operation and Development Education (OECD, 2016) and the Partnership for 21st Century Skills (P21, 2016) based on an analysis of national and international economic and workforce demands.

ATTRIBUTES EMPLOYERS SEEK ON NEW COLLEGE GRADUATES’ RESUMES



National Association of Colleges and Employers **Job Outlook 2016 Survey**

What are Summit's evidence-based principles and educator design choices related to Cognitive Skills?

> **"Today's high-performance workplace calls for the same kind of person that Horace Mann and John Dewey sought: someone able to analyze a situation, make reasoned judgments, communicate well, engage with others to reason through differences of opinion, and intelligently employ the complex tools and technologies that can liberate or enslave, according to use. What is more, the new workplace calls for people who can learn new skills and knowledge as conditions change—lifelong learners, in short."**
>
> **— LAUREN RESNICK, *GETTING TO WORK: THOUGHTS ON THE EDUCATION AND FORM OF SCHOOL-TO-WORK TRANSITION***

EVIDENCE-BASED PRINCIPLES

- In order to be successful in both college and careers, students need to master a set of Cognitive Skills (NRC, 2012; Conley, 2012; Fadel et al., 2015; CCSS, 2010; NGSS, 2013).
- In the 21st century, proficiency in skills at the end of high school is more valuable than proficiency in the content of any given subject matter (NRC, 2012; Perkins, 2014).
- Students develop Cognitive Skills over time; the skills must be accessed within each student's zone of proximal development (Bruner, 1960; Wood, Bruner & Ross, 1976; Vygotsky, 1978).
- Cognitive Skills are learned best through strategies that require deeper learning. The deepest learning is inquiry-based, authentic, and active (AIR, 2014; Barron & Darling-Hammond, 2008).
- Cognitive Skills extend beyond traditional disciplines; the same skill can be applied in multiple disciplines (Perkins, 2014).
- Students need multiple opportunities to deliberately practice the same skills (Schwartz et al., 2016).
- Timely feedback is essential for the development of students' Cognitive Skills (Schwartz et al., 2016; Hattie & Timperley, 2007).

EDUCATOR DESIGN CHOICES

Cognitive Skills Rubric

To put our principles into practice, we have made a design choice to create a single, research-based Cognitive Skills Rubric based on feedback from hundreds of educators, and validated by the Stanford Center for Assessment, Learning, and Equity (**SCALE**). At Summit, students develop Cognitive Skills in every subject and in every grade level.

In the rubric, 36 cognitive skills fall into the following seven domains:

1. Textual Analysis
2. Using Sources
3. Inquiry
4. Analysis & Synthesis
5. Composing/Writing
6. Speaking & Listening
7. Products & Presentations

Competency-Based Progression

For each Cognitive Skill, students must score a 6 on a 0–8 point scale to demonstrate college and career readiness. Students progress along a continuum demonstrating competency in a skill as appropriate for their level of development and growth. **We prioritize the development of Cognitive Skills; a student's score on the Cognitive Skills Rubric contributes more to a student's grade than does any other outcome measure.**

Project-Based Learning

Students refine and improve their Cognitive Skills through project-based learning (PBL). We have adopted the **Buck Institute for Education**'s definition of project-based learning as "a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge" (2017). Related definitions of *deeper learning*, *inquiry-based learning*, and *student-centered learning* have all informed our work.[4]

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[4] Our approach to project-based learning has been influenced by the Buck Institute for Education, by the Hewlett Foundation's emphasis on deeper learning, by the Nellie Mae Foundation's research on student-centered learning, and by the Expeditionary Learning network EL Education.

Summit educators have built out, field-tested, and refined a library of projects in grades 6–12. Students work on projects during project-based learning, where they apply the content they have learned to real-world situations to develop these essential and transferable lifelong skills. Multiple Cognitive Skills are embedded in each project. Most projects culminate in a performance-based assessment such as an essay, lab report, or presentation.

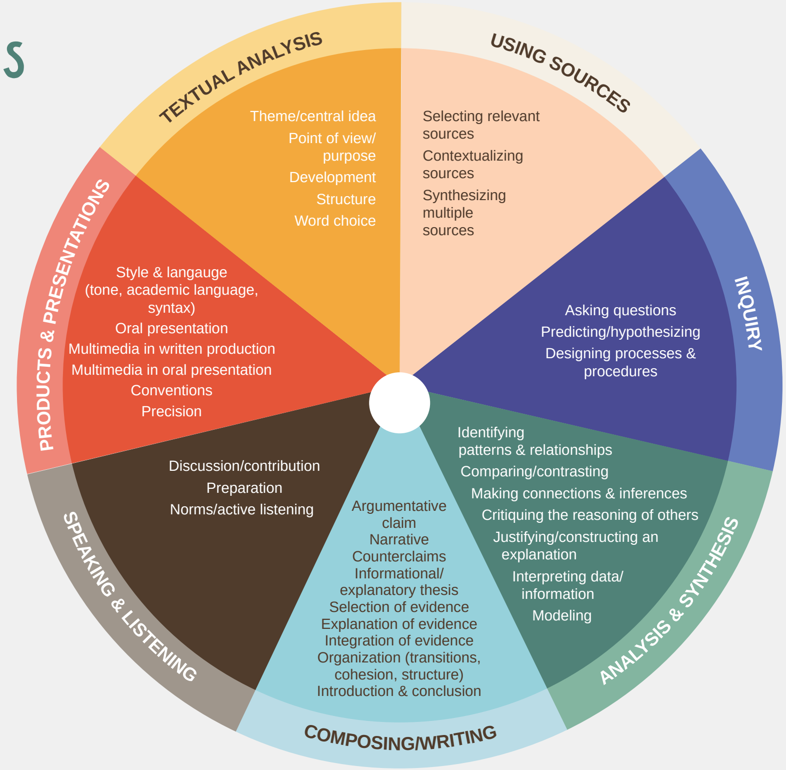
To ensure that project-based learning meets the highest levels of rigor and quality, all of our projects are evaluated on our **Project Quality Rubric**, which is based on SCALE's task quality rubric and is aligned to the Buck Institute's **Project Design Rubric**.

Summit Learning

COGNITIVE SKILLS FOR COLLEGE AND CAREER READINESS

The **Summit Learning Cognitive Skills Rubric** *is an assessment and instruction tool that outlines the continuum of 36 interdisciplinary, higher-order thinking skills (pictured here) that are necessary for college and career readiness.*

Developed in collaboration with the Stanford Center for Assessment, Learning & Equity, May, 2017.



SCALE
Stanford Center for Assessment, Learning, & Equity

What lessons have we learned about the development of Cognitive Skills?

We have learned that teachers are excited to teach Cognitive Skills but that they require significant support and development to do so. Most teacher preparation programs still prepare new teachers to focus predominantly on the teaching of Content Knowledge. Math and science teachers, for example, do not receive extensive training in the teaching of writing or other literacy strategies. We have learned that helping teachers gain the skills, self-confidence, and mindsets required to teach Cognitive Skills alongside Content Knowledge requires sustained investment and support. Similarly, school leaders need support and coaching to help teachers develop their practice.

We have learned that the teaching of mathematics can be substantively different from the teaching of other subjects. Our approach recognizes the centrality of conceptual understanding, as well as the fact that neither content-based focus areas nor skills-based projects are sufficient for developing students' understanding.

In the 2016–2017 school year, we introduced an approach that adds "concept units" into math courses. Such units involve students solving a carefully sequenced series of inquiry-based math problems, aimed at fostering conceptual understanding.

We have learned that some subjects naturally emphasize some skills more than others. We have developed "beacon skills" as sets of skills that are most prevalent in particular disciplines. For example, Theme and Point of View are beacon skills in English Language Arts courses, while Modeling is a beacon skill in math.

What open questions continue to inform the development of Cognitive Skills?

- How do we continuously refine and improve our understanding of the Cognitive Skills students need most?
- How do we help teachers broaden their focus from the teaching of Content Knowledge to the teaching of Cognitive Skills?
- How do we support teachers in contextualizing Cognitive Skills to their disciplines and projects without adding unnecessary complexity to our assessment system?
- To what extent does a particular level of achievement on a Cognitive Skill in one discipline transfer to the same level of achievement in another discipline?
- How do we most effectively calibrate on Cognitive Skill scoring?

Cognitive Skills at a Glance

EVIDENCE-BASED PRINCIPLE	RESEARCH BASE	EDUCATOR DESIGN CHOICES
In order to be successful in both college and careers, students must master a set of Cognitive Skills.	CCSS (2010) NRC (2012) Conley (2012) NGSS (2013) Fadel et al. (2015)	In partnership with the Stanford Center for Assessment, Learning, and Equity (SCALE), we have co-developed a single Cognitive Skills Rubric outlining 36 Cognitive Skills necessary for college and career readiness. SCALE designed the progression in each Cognitive Skill so that a 6 (on a 0–8 point scale) on the rubric corresponds with a measure of college-readiness for each skill. Students must score a 6 to demonstrate college readiness.
In the 21st century, proficiency in Cognitive Skills at the end of high school is more valuable than proficiency in the content of any given subject matter.	NRC (2012) OECD (2016) Perkins (2014) Fadel et al. (2015)	Summit's grading policy prioritizes the importance of Cognitive Skills over other student outcomes.
Students develop Cognitive Skills over time; the skills must be accessed within each student's zone of proximal development.	Bruner (1960) Wood, Bruner & Ross (1976) Vygotsky (1978)	Students encounter the same skills in all grade levels (6–12) and in all subjects. Student progress along a continuum from Levels 0–8 on the Cognitive Skills Rubric, demonstrating competency in a skill as appropriate for their level of development and growth.
Cognitive Skills are learned best through strategies that require deeper learning. The deepest learning is inquiry-based, authentic, and hands-on.	Barron & Darling-Hammond (2008) AIR (2014) Perkins (2014) Fadel et al. (2015)	Cognitive Skills are taught through projects. For every discipline, Summit teachers have developed projects that require multiple Cognitive Skills. Projects are oriented around essential questions. Projects are based on topics that are of high interest to students.

EVIDENCE-BASED PRINCIPLE	RESEARCH BASE	EDUCATOR DESIGN CHOICES
Cognitive Skills are interdisciplinary and are learned more deeply when students can practice them in multiple contexts across disciplines.	EPIC (2012) Perkins (2014) Fadel et al. (2015)	The same Cognitive Skills are assessed multiple times per year across different disciplines. Many of Summit's projects are interdisciplinary.
Students have multiple opportunities to deliberately practice the same skills.	Schwartz et al. (2016)	In Summit's base curriculum, students are exposed to, and held accountable for, each of the Cognitive Skills multiple times per year.
Timely feedback is essential for the development of students' Cognitive Skills.	Hattie & Timperley (2007) Schwartz et al. (2016)	All projects are built with a series of checkpoints, or opportunities for formative assessment feedback. Students have multiple structured opportunities for feedback from teachers, peers, and self.

References for Further Learning

- Grant Wiggins: *Educative Assessment: Designing Assessments to Inform and Improve Student Performance* (1998)
- David Conley: *A Complete Definition of College and Career Readiness* (2012)
- David Perkins: *FutureWise: Educating Our Children for a Changing World* (2014)
- Charles Fadel, Maya Bialik, & Bernie Trilling: *Four Dimensional Education: The Competencies Learners Need to Succeed* (2015)

CONTENT KNOWLEDGE

Rigorous content across all
academic subjects

> “The very processes that teachers most care about — critical thinking processes such as reasoning and problem-solving — are intimately intertwined with actual knowledge that is stored in long-term memory.”
>
> — DANIEL WILLINGHAM, *WHY DON’T STUDENTS LIKE SCHOOL?*

> “Knowledge infuses all learning. Prior knowledge enables people to make sense of new information and “post” knowledge enables people to imagine and achieve goals they previously could not.”
>
> — DANIEL SCHWARTZ ET AL., *THE ABCS OF HOW WE LEARN*

Upon graduation, students will › **pass all power focus areas.**

What is Content Knowledge?

In order to put Cognitive Skills to work, our students must develop a broad knowledge base. Students must understand academic subjects more deeply than a web search can provide.

A foundational component of Summit Learning is that students demonstrate competency on standards-aligned Content Knowledge across all core subject areas. Content Knowledge includes a set of vocabulary, ideas, events, concepts, properties, and details related to a given academic discipline.

What is the research base behind Content Knowledge?

There is substantial evidence in learning science that Content Knowledge supports and enables critical thinking (Willingham, 2009; Schwartz et al., 2016). The acquisition of basic familiarity with the language, details, procedures or terms of a given discipline, and the retention of that knowledge in long-term memory, aid the fluency and expertise with which individuals can practice a given discipline moving forward. Cognitive scientists have demonstrated that having specific Content Knowledge in a given discipline accelerates mastery of the subject (Schwartz et al., 2016).

In the field of reading, for example, several studies have shown that background knowledge on a specific topic helps readers regardless of overall reading comprehension ability. In one such study, researchers compared middle school students who had tested as either “good readers” or “poor readers” on a standardized test of reading comprehension. Teachers then introduced a reading passage about American baseball to both groups. The teenagers who had previous background knowledge and expertise related to the details of baseball scored higher on the reading comprehension test regardless of whether they had been considered poor or good readers more generally (Recht & Leslie, 1988). Multiple studies have confirmed similar findings on the importance of background knowledge to the process of learning (Brown, Roediger & McDaniel, 2014).

What are Summit's evidence-based principles and educator design choices related to Content Knowledge?

> **"Scholars need to drive a shift from a world where traditional knowledge is depreciating rapidly in value, towards a world in which the enriching power of deep competencies is increasing, based on a relevant blend of traditional and modern knowledge, along with skills, character qualities, and self-directed learning."**
>
> — CHARLES FADEL, *FOUR-DIMENSIONAL EDUCATION: THE COMPETENCIES LEARNERS NEED TO SUCCEED*

EVIDENCE-BASED PRINCIPLES

- In order to be successful in college and careers, students must master rigorous Content Knowledge in each of the academic disciplines (CCSS, 2010; NGSS, 2013; Conley, 2012; Fadel et al., 2015).
- Students acquire new Content Knowledge in reference to existing Content Knowledge (Bransford, Brown & Cocking, 2000; Deans for Impact, 2015).
- Content that is presented in multiple modalities allows for greater practice.[1]
- Content knowledge acquisition is foundational to the development of Cognitive Skills (Schwartz et al., 2016).
- Each subject area has a set of facts that, if committed to long-term memory, supports problem-solving by freeing working memory resources and illuminating contexts in which existing knowledge and skills can be applied. The set of facts varies by subject matter (Glaser & Chi, 1988; Deans for Impact, 2015).
- Students need to explore Content Knowledge at their own pace based on their own interests (Rose, 2016).

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[1] Daniel Willingham (2009) and others have argued that the evidence for different learning styles is thin and that cognitive processes are more alike than different. It is clear, however, that there is merit to presenting Content Knowledge in multiple modalities such as visual, auditory, and/or kinesthetic, regardless of students' learning styles. There is also evidence that introducing content in different manners fosters repetition, which enables learning. See: Mayer, R. (2001).

- A key component of developing students' self-direction is the development of student agency (Stafford-Brizard, 2016).
- Students need multiple opportunities to demonstrate competence in Content Knowledge (AIR, 2016).
- Students learn at different rates (Rose, 2016).

EDUCATOR DESIGN CHOICES

Focus Areas and Power Focus Areas

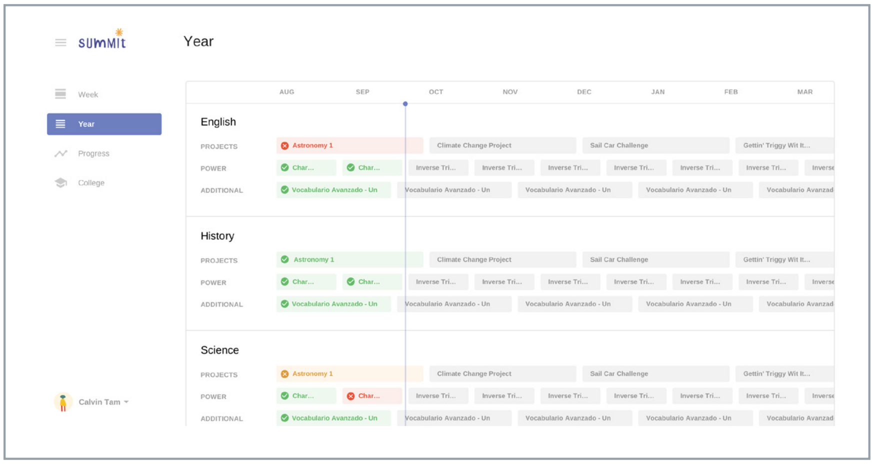
Summit teachers have created and refined standards-aligned resources to teach Content Knowledge in each subject. The content has been divided into key *focus areas* across grade spans, and all of the *focus areas* are closely aligned to the Common Core Standards and the Next Generation Science Standards (NGSS). *Power focus areas* refer to the specific focus areas that are required for advancement to the next course. At Summit Public Schools, all course progressions end in college-level, Advanced Placement (AP) courses.

For each focus area, students have access to playlists that contain different types of learning materials (primary sources, videos, decks, written materials, etc.). Students and families have access to learning resources at all times and are able to engage the entire curriculum.

Self-Directed Learning

Students progress through the focus area playlists contained on the Summit Learning Platform at their own pace during blocks of time, called Personalized Learning Time, set aside for self-directed learning. Students exercise choice in determining which resources to review, when to take assessments, and the environmental conditions under which they learn best.

A STUDENT'S YEAR VIEW IN THE SUMMIT LEARNING PLATFORM



Students can see at a glance in the Summit Learning Platform whether they are on track for all projects and playlists in their courses.

Teachers serve as facilitators of self-directed learning. They identify students who need additional support in self-directed learning and in the content itself. Students have access to additional, more challenging focus areas that allow them to dive more deeply into content of particular interest and relevance to them. They also have access to peers, high-leverage learning strategies, mentors, and subject-area teachers for support. Students are empowered to make decisions about when and how to learn.

What lessons have we learned about the development of Content Knowledge?

In education, there is often a tendency for the pendulum to swing in one direction or another. Teaching that exclusively focuses on rote memorization does not motivate students or necessarily lead to retention in long-term memory (Willingham, 2009). At times, groups of educators have called for a complete departure from the teaching of Content Knowledge in favor of approaches that are more hands-on or have focused on skills acquisition without any intentional teaching of content. **We have carefully studied the history of these pendulum swings, and in taking stock of the evidence at our disposal at this time, we have concluded that Summit Learning will adopt an approach that focuses on both the acquisition of Content Knowledge and the development of Cognitive Skills.**

Most importantly, we have learned that how we explain the connections between content knowledge acquisition and cognitive skill development is central to teachers' instructional choices. Self-directed learning offers students a way to engage with content and demonstrate competence in focus areas, but it is the application of that knowledge in cognitively demanding projects that is of utmost importance. Thus, it is just as important that teachers strategically intervene with individuals and groups of students on relevant Content Knowledge as it is that they do not spend valuable learning time lecturing whole groups about facts. This message is essential for teachers to effectively use available data, expertise, and time to support all students.

Our approach to content knowledge acquisition is as much about students' development of Habits of Success — particularly self-directed learning behaviors — as it is about Content Knowledge itself. By offering students full transparency about learning expectations, a plethora of multi-modal learning resources and assessment types, and significant choice in learning pathways, we are able to understand not only what students are learning, but also how students are learning. We have found that this approach of student agency, coupled with rapid support, leads to more effective, efficient learners.

MATHEMATICS

Our approach to math differs from other subjects due to the nature of the discipline. The authors of the Common Core math standards and the National Council for Teachers of Mathematics advocate for an instructional approach that involves students making sense of new mathematics content by problem-solving before later practicing for fluency (CCSS Math Team, 2014). Since focus areas are not an appropriate medium for problem-solving involving new mathematics content, students' initial learning of most content comes in concept units; later, it is practiced in focus areas.

What open questions continue to inform the development of Content Knowledge?

- How do students engage in self-directed learning? What can we learn from their behaviors and patterns to improve their learning?
- How do we develop the best resources and approaches to the learning of content?
- How is the teaching of math content both similar and different to the teaching of other subject areas?
- How does the teaching of Content Knowledge interact with the teaching of Cognitive Skills? What are the mechanisms by which they reinforce one another?

Content Knowledge at a Glance

EVIDENCE-BASED PRINCIPLE	RESEARCH BASE	EDUCATOR DESIGN CHOICES
In order to be successful in college and careers, students must master rigorous Content Knowledge in each of the academic disciplines.	CCSS (2010) NGSS (2013) Conley (2012) Fadel et al. (2015)	The Summit base curriculum contains a full set of focus areas outlining key Content Knowledge for each subject. The focus areas for high school subjects are aligned to Common Core and Next Generation Science Standards. For college-level courses, the content is aligned to the AP standards.
Students acquire new Content Knowledge in reference to existing Content Knowledge.	Willingham (2009) Bransford, Brown, & Cocking (2000) Schwartz et al. (2016) AIR (2016) Deans for Impact (2015)	The focus areas are developed across the grade spans on a developmental continuum. Students are introduced to similar Content Knowledge topics in different grades, with increasing levels of complexity and depth. Completion of all power focus areas in one course is required for advancement to the next course.
Content that is presented in multiple modalities allows for greater practice.	Willingham (2009)	Students have access to playlists that contain different types of learning materials (primary sources, videos, decks, written materials, etc.). Students have access to learning resources at all times. Students are able to learn collaboratively with peers.
Content knowledge acquisition is foundational to the development of Cognitive Skills.	Schwartz et al. (2016) Willingham (2009)	Each focus area maps to specific projects. Teachers intervene with students when Content Knowledge will accelerate students' skill development in project-based learning.

EVIDENCE-BASED PRINCIPLE	RESEARCH BASE	EDUCATOR DESIGN CHOICES
Each subject area has a set of facts that, if committed to long-term memory, supports problem-solving by freeing working memory resources and illuminating contexts in which existing knowledge and skills can be applied. The set of facts varies by subject matter.	Glaser & Chi (1988)	Content progressions are spiralled, building knowledge in increasing complexity. Focus areas are broken into “Power,” “Additional,” and Challenge,” which focuses students on the most important Content Knowledge while holding no students back from exploring and deepening interests.
Students need to explore Content Knowledge at their own pace based on their own interests.	Rose (2016)	Students progress through the focus area playlists on their own during self-directed learning time. Teachers serve as facilitators of self-directed learning and guide students, identifying students who need additional support in being self-directed learners. Students have access to additional, more challenging focus areas that allow them to dive more deeply into content of particular interest and relevance to them.
Students should have multiple opportunities to demonstrate competence in Content Knowledge. Learning must be prioritized over pace.	AIR (2016) Rose (2016)	Over the course of an academic year, students have multiple opportunities to perform at full potential on content assessments. Pace is tracked against the school year and against students’ goals on the Summit Learning Platform. Students are empowered to make decisions about when and how to learn.
When students learn content at varying paces, they will be ready to take an assessment at varying points in time.	AIR (2016) Rose (2016)	On-demand content assessments are available to students. Students indicate when they are ready to take an assessment.

References for Further Learning

- Daniel Willingham: *Why Don’t Students Like School?: A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom* (2009)
- Daniel Schwartz, Jessica M. Tsang, and Kristen P. Blair: *The ABCs of How We Learn: 26 Scientifically Proven Approaches, How They Work and When to Use Them* (2016)
- Todd Rose: *The End of Average: How We Succeed in a World That Values Sameness* (2016)

Partners in Developing a Research-Based Program

With the partners listed below, Summit Public Schools created Content Guides (these define content required for advancement in each course), a Cognitive Skills Rubric (defining the levels of cognitive skill necessary for advancement from each grade level), and a Habits of Success Continuum (defining the developmentally-appropriate levels of mastery for non-cognitive skills).

- **The Stanford Center for Assessment, Learning and Equity ("SCALE") –** SCALE's mission is to improve instruction and learning through the design and development of innovative, educative, state-of-the-art performance assessments, and by building the capacity of schools to use these assessments in thoughtful ways, to promote student, teacher, and organizational learning. In partnership with SCALE, Summit developed its Cognitive Skills Rubric, along with multiple performance tasks, "look-fors" and other cognitive-skill focused tools.

- **Linda Darling Hammond –** A mentor to and teacher of many Summit teachers and administrators, Dr. Darling-Hammond's ideas greatly influenced—and continues to influence—the academic model of Summit schools. The Right to Learn, Dr. Darling-Hammond's seminal text, offered Summit a blueprint for the types of schools, and the types of teachers, that Summit builds. Summit's program model draws heavily from Ms. Darling Hammond's research around teacher and school leader education and development, instruction of diverse student populations, and the value of heterogeneous environments. Dr. Darling Hammond's research on these topics has influenced national education policy and teaching best practices in schools nationwide.

- **The Buck Institute for Education –** The Buck Institute for Education is the leading research institution around the practice of Project Based Learning, in which students go through an extended process of inquiry in response to a complex question, problem, or challenge. A vast majority of Summit's projects have been built using the framework created by the Buck Institute.

- **EduCurious –** Seattle-based educational technology company EduCurious has been a close partner in the development of our biology curriculum. Although EduCurious has a slightly different project-based learning framework than the Buck Institute, Summit has found Michael Golden, Jane Chadsey and their faculty at EduCurious to be like-minded partners in the work of preparing every student for success in college and career.

- **Acknowledge Alliance –** Dr. Lisa Medoff and the staff at the Acknowledge Alliance (formerly the Cleo Eulau Center for Resilience) have been close partners in the development of Summit's Habits of Success framework. Dr. Medoff is an educational psychologist who teaches undergraduate and graduate courses at Stanford University, works with the Acknowledge Alliance, and has her own clinical practice in Mountain View, California

- **David Yeager –** Dr. Yeager is a researcher and professor of educational psychology at the University of Texas – Austin. His work primarily centers on behavioral factors in student learning, with a focus on mindsets. A protégé of Dr. Carol Dweck at Stanford University, Dr. Yeager and his research assistants consistently work with leading university and foundations to develop effective mindset interventions. His research directly informed Summit's self-directed learning cycle.

- **The Khan Academy –** Summit was one of the earliest school partners with the Khan Academy, and Summit continues to work closely with the organization to ensure that our mathematics curriculum is meeting the unique needs of all learners.

- **Activate Instruction –** In collaboration with Illuminate Education and the Girard Foundation, Summit developed Activate Instruction, a perpetually free, open educational resource for anyone in the world with the internet. Activate links assessment with curricular materials and is a rallying point for Summit teachers and students, who use it daily as a tool for personalizing instruction.

- **The Carnegie Foundation's Student Agency Improvement Community –** As a member of this learning community, Summit is developing and testing research-based social-emotional interventions with students.

- **SRI International –** In partnership with SRI, Summit is working to define measures for assessing students' Emotional Intelligence and Self-Directed Learning behaviors.

Summit educators also studied the following standards and research to create the Content Guides and Cognitive Skills Rubric: AAC&U College Learning for the New Global Century; ACT College Ready Standards; Advanced Placement materials; American Council on the Teaching of Foreign Languages; Assessment and Teaching of 21st Century Skills Taxonomy; College Knowledge (Conley); Common Core Literacy Standards; Common Core Mathematics Practice Standards; ConnectED's College and Career Ready Framework; CRESTT Measure of Workforce Readiness; EPIC's Key Cognitive Strategies & College and Career Readiness Framework; ETS Personal Potential Collegiate Index; JumpStart Financial Literacy K-12 Standards; National Academy of Science / Next Gen Science Standards; National Center for History in Schools Historical Thinking Standards; NWEA MAP / Descartes Continuum.

Summary of Typical Support Systems for a Student

This is an overview of the supports that students with varying levels of need may receive. Individual student experiences may vary. During Personalized Learning Plan Meetings between the student, his/her parent or guardian, and his/her mentor, families are made aware of student supports available and a specific plan is created to best support the individual student.

Student Experience	Faculty Expectations	Resources
Level 5 - Students require all mainstream supports, plus special education to be prepared		
Special Education Program: ✓ Resource support ✓ Speech and language therapy ✓ Occupational therapy ✓ Audiological services ✓ School-based mental health counseling ✓ Modifications to program / curriculum	✓ Collaborate in the creation of IEP ✓ Provide input and evidence of students' present levels of performance ✓ Attend IEP meetings as needed ✓ Implement modifications / accommodations	✓ Program specialist ✓ Resource specialist ✓ School psychologist ✓ Contracted therapists ✓ 15 to 20% of administrators' time
Level 4 - Students require level one, two, and three, plus level four mainstream supports to be prepared		
✓ Summit Solves Level 3 (math intervention for students significantly below grade level) ✓ Summit Reads Level 3 (reading intervention for students significantly below grade level) ✓ Positive Behavior Intervention Plans ✓ 504 plan with accommodations ✓ Extensive personal mentor support ✓ Grade level interventions / plans	✓ Implement PBIS	✓ 10 to 15% of administrators' time ✓ Intervention documentation template ✓ 540 plan template and policy
Level 3 - Students required level one, level two supports, and level three mainstream supports to be prepared		
✓ Summit Solves Level 3 (math intervention for students significantly below grade level) ✓ Summit Reads Level 3 (reading intervention for students significantly below grade level) ✓ Restorative Justice to address behaviors ✓ Additional mentor support	✓ Email and phone contact with home	✓ Scheduled, coordinated time with students needing additional support ✓ Designated grading days
Level 2 - Students require level one program plus additional mainstream supports to be prepared		

✓ Summit Solves Level 2 (math intervention for students approaching grade level) ✓ Graduated Discipline Plan ✓ Office Hours ✓ Peer Tutoring	✓ Two hours of office hours per work ✓ Consistent expectations for delivery of work on time	✓ A clear system for supporting assignment completion, resulting in ability to plan classes accordingly ✓ Culture of revision and redemption
Level 1 - Students are prepared through basic mainstream program		
✓ Daily classroom experience ✓ Regular Community participation ✓ PLP development and annual meeting ✓ Personalized Learning Time	✓ Course content is CA standards based or common core based ✓ Student centered pedagogy ✓ Vertically and interdisciplinary planned curriculum for skill development – includes spiraling ✓ Differentiated instruction ✓ All students are engaged (talking about and manipulating content 90% of each class period) ✓ Longer assignments are chunked with frequent checks ✓ 100% extended time for all on tests and exams ✓ No more than one mastery in total schedule / per day ✓ Mentor teaches academic literacy skills ✓ Extensive scaffolding is used to support skill development ✓ No assigned work during vacation ✓ Students are assessed using multiple modes ✓ Assessments are designed to allow students to demonstrate mastery of course content standards ✓ SDAIE methodology ✓ Common behavior norms / expectations with consistent follow-through	✓ 38 days for professional development, collaborative planning and student logistics ✓ 2 hours of common planning time with vertical team daily ✓ 1 hour grade level team meetings weekly ✓ 4 sections only ✓ Class size of 27 ✓ 1 prep only ✓ 110 students max ✓ Looping and/or teaching same subject two or more years in a row ✓ Uninterrupted teaching time (no assembly schedules, minimum days, announcements, etc…) ✓ Peer coaching ✓ Induction mentors ✓ Existing / developed curriculum for each course (available to all) ✓ 25% time administrator for connections coordination ✓ Existing / developed curriculum for connections ✓ Personalized Learning Plans for Professionals connected to professional development ✓ Decision-making authority in school policy and procedure

PBIS: Positive Behavior Intervention Plans
SDAIE: Specially designed academic instruction in English

Strategies for EL Instruction & Intervention

Strategies for EL instruction and intervention used at Summit Public Schools are listed below. Strategies 1-5 are employed on a daily basis throughout Summit classrooms and several reflect core elements of the Summit model. Strategy 6 is used when students need additional intervention beyond the supports provided in Strategies 1-5.

(1) Self-paced content: Courses are generally designed with course content connected to course projects. This content is accessible anytime via a set of resources—which may include textbook passages, videotaped lectures, teacher-created presentations, videos, etc.—and students progress through the content at the pace that is right for them as determined by the student and his/her mentor. Resources are specifically designed to be accessible to students of differing abilities and literacy levels.

(2) Skill-based projects: Skills-based projects develop students' cognitive skills, and are designed to align with the Common Core standards (including but not limited to literacy standards). These projects are heavily focused on both receptive and productive literacy skills, and student scores on projects provide teachers and mentors an opportunity to track growth over time. Because they emphasize cognitive skills instead of discrete content knowledge, these projects are accessible to all students.

(3) Mentoring: A core tenet of the Summit Public Schools program is that every student is assigned a faculty mentor who regularly meets with each of his/her students. Mentors have the opportunity to deeply get to know each of his/her students and develop an authentic relationship with each mentee. Mentors leverage this relationship to advocate for the learning needs of each student, EL students specifically. The mentor helps the EL student set language goals for him/herself, helps monitor their growth, makes sure he/she is demonstrating that he/she can access the core curriculum, and advocating for and managing any interventions that might be needed.

(4) Classroom Strategies: All faculty include language goals (writing, reading, listening and/or speaking) and objectives in their lesson plans. Language objectives also include scaffolds for students, such as paragraph frames, sentence starters, and outlines. When teachers are observed by their instructional coaches they are asked to reflect on these goals and whether or not they are being met. Faculty are trained in the Specifically Designed Academic Instruction in English (SDAIE) teaching approach and coached to make sure they are employing them every day. SDAIE and other appropriate techniques to help students access the core curriculum as well as make English language development progress include, but are not limited to:

- Multi-modal instructional strategies (verbal and visual, verbal and kinesthetic)
- Access to and training on graphic organizers and academic literacy techniques (e.g., note taking or t-charts)
- Pre-loaded vocabulary and context
- Leveled readings
- Flexible groupings
- Reading aloud, partner readings, explicit instruction and modeling around reading strategies
- Frequent formative feedback and checks for understanding
- Repetition of key concepts in various ways
- Use of visual cues
- Written and spoken instructions delivered step by step
- Differentiated instruction based on demonstrated mastery
- Kagen learning strategies that help students process learning verbally (e.g., think/pair/share)
- Encouraging participation through allowing additional processing time (e.g., telling a student that they are going to be "next" in answering a question orally)
- Low-stakes corrective feedback not only around content but also around language use
- Explicitly pointing out reading and vocabulary strategies such as identifying cognates and breaking down homonyms and homophones

- Use of visuals that reinforce spoken and written words (e.g., word walls)
- Use of gestures for added emphasis
- Adjusting speech (eg. speaking slowly, enunciating, repeating words or phrases, simpler syntax)
- Use of exaggerated intonations
- Using fewer idioms and clarifying the meanings of words or phrases in context
- Stress high frequency vocabulary
- Explicit academic vocabulary instruction (specifically Kate Kinsella's methods)
- Explicit academic literacy instruction (e.g., how to read different types of texts, how to use context to figure out words, etc.)
- Building background knowledge, especially for content that involves cultural, social or historical references
- All faculty are trained in creating a classroom culture that allows for English learning to occur. All classrooms are evaluated on whether or not there is a culture of safety, which includes a safe space to take risks verbally, being supportive of learning new skills and content, and valuing the contributions of every member of the learning community. The goal is to maintain a low-level of anxiety for EL students so they can participate, develop and flourish.

(5) Student-centered Faculty Collaboration: On a weekly basis, faculty of each grade level meet to discuss student progress and any specific supports needed. EL students (and other sub-groups of students) are regularly discussed to make sure they are making the appropriate progress. If it is determined that students are not making adequate progress then intervention plans are designed so that they can receive the appropriate support needed to access the curriculum. These interventions are regularly assessed to determine if they are effective or need to be adjusted.

(6) Student Interventions: When it is determined that students need additional supports beyond the classroom strategies, individual intervention plans are developed and monitored in coordination with the student, the student's mentor, and the family. Those plans include, but are not limited to:

- Additional support time during the school day in the form of pull out instruction and support from an appropriately credentialed faculty member. This does not take the place of a mainstream course but rather is concurrent instruction so that students are still able to interact with their mainstream peers. Thus students can still experience a college-preparatory curriculum while at the same time receiving the dedicated time and support they need to gain fluency in reading, writing, listening and speaking in English.
- Additional support time after school by attending teacher office hours. Teachers are able to differentiate instruction and offer individual support in this time so that EL students can better access the curriculum.
- Additional support time built into the students' Expeditions experience. This can take many forms, such as targeted language instruction or extra time with teachers. It may or may not take the place of their regular Expedition course(s) in either middle school or high school.
- Adaptive reading supports that transforms how, what, and why students read, such as Reading Plus, a Common Core-aligned web-based reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation.

Sample Materials & Texts for EL Instruction

The following materials and text may be used in support of EL instruction:

- **Longman Dictionary of Comprehensive English (LDOCE)**
    - The *LDOCE* is a dictionary specifically designed for people learning the English language. It provides definitions by using a restricted vocabulary, helping non-native English speakers to get meanings easily.

    - These dictionaries are available linked to the online curriculum for students, at all times, on their Chromebooks
- **Lexia**
    - Lexia is an online program that screens and monitors reading and language skills for students in grades K–12. Developed in partnership with the experts at the Florida Center for Reading Research, this computer-adaptive assessment reliably measures the skills most predictive of reading success to provide actionable, norm-referenced data for instructional planning. It is particularly effective support for readers struggling with decoding.
- **Reading Plus**
    - *Reading Plus* is a web-based program that transforms how, what, and why students read. It is a Common Core aligned reading intervention that prepares students to engage with complex text by developing all three dimensions of successful readers—capacity, efficiency, and motivation.
- **Newsela**
    - *Newsela* is an innovative way to build reading comprehension with nonfiction that's always relevant: daily news. *Newsela* is free for students to explore a world of nonfiction and test their comprehension. Updated daily with real-world news from major publications, students can participate in conversation about the most urgent topics of our time, all while becoming stronger readers.
- **Curriculet**
    - *Curriculet* is a digital reading platform that allows teachers to enrich reading by embedding their questions, quizzes and rich media directly into the reading. Teachers can track real-time feedback, track mastery of common core literacy standards and get actionable data to inform, their instruction immediately.
- **1:1 Chromebooks with internet access**
    - All students are provided with a Google Chromebook and use this as one of their primary learning tools.
- **Grade-specific graphic organizers**
    - In collaboration, the faculty will agree upon common types of graphic organizers they want to use at each grade level and then all teachers use these graphic organizers to enable consistency across classrooms. The project-based curriculum is built around common structures and organizers. These will be made available to all faculty members via our internal Google Docs network.
- **Making Content Comprehensible for English Learners: The SIOP Model**
    - This book is used with all teachers as our organization believes it is one of the most comprehensive, coherent model of sheltered English instruction. It covers an overview of the issues related to educating English learners to frequently asked questions with answers from the authors to help teachers get started implementing SIOP®. The book provides school administrators, teachers, and coaches with a superior tool for improving the education of English learners and promoting their academic gains.

Monitoring of Student Progress

- **Initial Assessment:**
    - ELPAC testing: All students who indicate that their home language is other than English will be ELPAC tested within 30 days of the first day of school and at least annually thereafter until re-designated as fluent English proficient

    - NWEA Map testing: All new students are MAP tested within the first week of school in order to get a baseline of performance in general literacy categories. This is used in conjunction with ELPAC scores to determine appropriate teaching strategies and coursework.
    - Teacher observations and work sample discussions: Teachers meet for additional hours together in the first couple weeks of school in order to diagnose student skills, both academic and habits of success.
- **Ongoing External Assessment:**
    - NWEA Map Testing is given 2-3 times per year (beginning, semester and end) to measure and assess student growth. Results from this periodic test are analyzed and discussed by faculty members and administration in order to determine if adequate progress is being made. If not, intervention plans are created and put in place.
    - For students who are not re-classified after one year, their year to year ELPAC scores are evaluated to determine if any additional supports or interventions are necessary.
- **Embedded Daily, Ongoing Assessment:**
    - At SPS, student progress is monitored daily and assessments are embedded into Summit Learning Platform, content, and projects. Examples of assessments include evaluations of content mastery and performance on cognitive skills, such as comprehension, use of evidence, vocabulary usage, making a claim, use of analysis, organization, discussion, verbal summary and synthesis.
    - All student performance information is available on the student PLP dashboard and all stakeholders (students, parents, and faculty) can readily access these scores to examine if appropriate progress is being made.
    - Each students' mentor will track this growth and intervene when concerns arise. Additionally, the mentor and the student have a set appointment time each week to set short and long term goals and then evaluate progress to meeting those goals. EL students regularly set goals that are related to their language abilities.
    - In classes, students also receive daily formative assessment in the form of both written comments on their work and verbal comments regarding their work and classroom behaviors, such as oral participation.

Monitoring and Evaluation of Program Effectiveness

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

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

EL Professional Development Plan

Vision

Every SPS faculty member is an empowered, self-directed and continuous learner who is directly improving student outcomes every day. SPS faculty members have access to all the resources necessary to realize this vision for all students.

Specifics:

- Summer training
    - Faculty discuss the school's plan for ELs and the related implications for their role in executing the plan
    - Prior to the start of the school year teachers are assessed for their previous training regarding the instruction of EL students. Teachers who are not familiar or who want to be re-acquainted with EL student-specific teaching and classroom strategies participate in internally-designed workshops
    - All teachers participate in workshops that teach them how to analyze a variety of student performance data sources. These workshops teach them how to respond to growth and non-growth; how to use this data to differentiate their daily practice; and how to create appropriate student intervention plans
- During the school-year
    - During the year, workshops are created by Summit Public School's Curriculum and Assessment team in direct response to site needs. For high school faculty, this happens during high school expeditions times. For middle school faculty, this happens during embedded school-week PD and during middle-school professional development days. Assuming that there will be a need for professional development related to EL students, the C&A team will provide workshops that support the instruction of EL students.
    - This data is broken up into sub-groups, where EL students are one sub-group. Early on in the year, teachers are trained on how to analyze this data to inform their daily instruction. Throughout the year teachers are coached individually on how to increase the scores of their students.
    - Classroom observations, done by peers and administrators, are based on a set of instructional look-fors that direct attention to the supports that are being provided to English Learners.
- Specific EL PD materials and texts:
    - Expository Reading and Writing Course materials
    - Sheltered Instruction Observation Protocol Book
    - The Summit Research and Development team has devoted a year of study to identifying and examining best-practices among Summit teachers in EL instruction, through observation, student and family interviews and data analysis. That work has resulted in the creation of a bank of strategies and resources that are most effective within the Summit context.

EL Coordinator Role

Designation

The Executive Director (ED) is designated as the EL Coordinator and will collaborate with the Operations Manager to administer identification, assessments, and supports for EL students

Roles and Responsibilities

- Initial identification:
    - Students will be initially identified through administration of the home language survey, collection and review of enrollment documents and interviews with students and families.
    - Facilitates faculty collaboration around student observations and work samples as an additional indicator for identification
- ELPAC Coordination

  - Oversee and administer all aspects of ELPAC testing, including ordering of the tests to mailing results home to families.
- EL Program Coordination
  - Oversees and manages professional development specifically related to the direct support of EL students
  - Oversees and manages teacher coaching specifically related to the direct support of EL students. This includes, but is not limited to, coaching on strategies that directly support language development as well creating classroom environments that support language development.
  - Oversees and manages student interventions that are specifically designed for EL students
  - Responsibility for staying up to date on the latest best practices related to supporting EL students (including both classroom practices and the latest technologies)
  - Oversees and manages the logistics around reclassification

Summit Public Schools Section 504 Board Policy

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

The Board of Directors of Summit Public Schools recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education, (FAPE.) FAPE includes the provision of regular or special education and related aids and services that are designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met and is based upon adherence to procedures that satisfy the Section 504 requirements pertaining to educational setting, evaluation and placement, and procedural safeguards.

Under Section 504 individuals with physical and/or mental impairments that substantially limit one or more major life activities are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. Students may have a disability and are entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (IDEA). The identification, evaluation and education of students eligible for services under the IDEA includes a child having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

The Director shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, and ability to interpret classroom and evaluation data. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Summit Public Schools denies the provision of services, the LEA shall clearly document the procedure used to conclude that the student was ineligible for Section 504 services and procedural safeguards shall be provided to the parent.

If the student, due to disability, is found to require regular or special education or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Summit Public Schools shall review the student's progress and placement annually.

Summit Public Schools will implement this policy through its corresponding Procedure.

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Summit Public Schools

2. **Individual with a Disability under Section 504** – An individual who:

   a. has a physical or mental impairment that substantially limits one or more major life activities;
   b. has a record of such an impairment; or
   c. is regarded as having such an impairment.

3. **Evaluation –** procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.

4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.

5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

7. **Physical or Mental Impairment** –

   a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or

   b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

8. **504 Coordinator** – Director, Shilpa Duvoor, shall serve as the Charter School's Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at 699-721-2646.

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. **Is regarded as having an impairment** - means

(A) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;

(B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or

(C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

1. The Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.

2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.

3. The Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.

4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.

5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the

student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

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

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.

3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.

4. The student's teacher and any other staff who are to provide services to the student or who are to make accommodations in the classroom for the student shall be informed of the services or accommodations necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.

6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.

7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.

9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.

2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:

- Examine relevant records
- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
- Have the right to file a Uniform Complaint pursuant to school policy
- Seek review in federal court if the parents/guardians disagree with the hearing decision.

2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Shilpa Duvoor, 504 Coordinator c/o Summit Public Schools, 780 Broadway, Redwood City, CA 94063**.** Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Director shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within El Dorado SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.

4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:

- The specific decision or action with which the parent/guardian disagrees.
- The changes to the 504 Plan the parent/guardian seeks.
- Any other information the parent/guardian believes is pertinent.

5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, the Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:

- Mediation by a neutral third party.

- Review of the 504 Plan by the Director or designee.

6. Within 10 calendar days of receiving the parent/guardian's request, the Director or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Director.

8. The parent/guardian and the Charter School shall be afforded the rights to:

    - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.

    - Present written and oral evidence.

    - Question and cross-examine witnesses.

    - Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

Parent/Student Rights in Identification, Evaluation, Accommodation and Placement (Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have the Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.

4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the Charter School refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with the Charter School's Section 504 mediation grievance and hearing procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Region IX
50 Beale Street, Suite 7200
San Francisco, CA 94105
(415) 486-5555

Please contact Summit Public Schools, **780 Broadway, Redwood City, CA 94063,** with any questions regarding the information contained herein.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2018-19

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Summit Public School: K2	Shilpa Duvoor Executive Director	sduvoor@summitps.org 510-374-4093

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Summit Public School: K2 (Summit K2) is a public charter school founded in 2013 which currently serves approximately 410 students in grades 7-10. A grade level will be added each year (11th grade in 18-19) until the school serves students in grades 7-12.

Summit K2 was granted authorization by the Contra Costa County Board of Education in 2013 to serve the diverse communities of the West Contra Costa County Unified School District. The school is located in the southern part of the district, on the border of Richmond and El Cerrito, in very close proximity to the major transportation hub of the El Cerrito del Norte BART station. The demographics of this area closely mirror those of the district, and students attend K2 from over 30 different elementary schools.

The mission of Summit K2 is to prepare a heterogeneous student population for success in college, and to be thoughtful contributing members of society. Summit K2's current student body is diverse. Its small size, high quality faculty, unique organization, innovative instruction, and personalized learning enable Summit K2 to empower all students to successfully complete a rigorous, college-preparatory curriculum.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Summit K2 will continue its focus on personalized learning, family partnership and the physical and emotional safety of our community. This year's LCAP includes increased targeted supports for English Language Learners and Special Populations. Some of the main highlights are the continued improvement of our literacy and math intervention courses. We will revise the structure of these courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support. We plan to streamline our supports for engaging parents by reducing the number of separate actions we are taking and doing fewer things better. Finally, we are adding the role of Dean of Instruction and Culture to help ensure that all students are learning and growing in class and when they need coaching on behavior that breaks school norms and rules.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Summit K2 is most proud of our accomplishments in ELA student achievement - we are at a "very high" at 97.2%. In this area we were able to demonstrate significant growth in literacy proficiency as well as growth in cognitive skills that center around reading and writing. For the upcoming year K2 intends to maintain this focus on literacy by continuing all of the existing systems and structures that were in place this year as well as make a few additions for next year.

Another area where Summit K2 has done well is in regards to decreasing our overall suspension rate. We have implemented many Restorative Justice practices in the classroom, as well as in teacher professional development. We have also expanded our counseling hours to provide support for our students who have significant socio-emotional needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Overall, Math continues to be our area of greatest need. Next year, we have developed better early intervention and warning systems to use academic data to identify students who are beginning to struggle academically. We have emphasized coordinating and communicating with students' families to ensure that the school and family are partners in supporting students. We are continuing to improve our professional development for project time teachers, including through our coaching program and our professional development options. We are also focusing much more on a targeted math intervention for students who are on our bottom quintile.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

On the ELA portion of the SBAC, our English Language Learners and African American students performed far below the average student group. To address this, Summit K2 will implement more targeted reading supports, and provide professional development to teachers regarding best practices for English Language Learners that can be implemented on a daily basis in their classrooms. This professional development will include data analysis focused on ELs and African American subgrougs and their progress throughout the school year. The other indicator that Summit K2 will look to improve is the suspension rate of our African American students. Summit has invested in hiring a team of Deans (one of whom identifies as African American) to help create positive student culture, as well as more proactively address behavior challenges in the classroom. Furthermore, our teachers will be trained on culturally responsive and trauma informed practices throughout the school year.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

We will revise the structure of our literacy and math intervention courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support. We will continue to improve our program for teacher support and professional development. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners. Additionally, the common curriculum and assessments will continue to be improved. The focus will be on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students.

In an effort to improve college readiness supports for all of our students we are investing significant time and professional development into the role of the mentor. To prepare our students for college and career success, we have adopted prominent educational psychologist K. Brooke Stafford-Brizard’s (2016) “Building Blocks for Learning” as our framework. It outlines 16 key social-emotional learning skills for comprehensive student development. These habits have been infused into our academic curriculum and into our 1:1 mentoring program.

The Community Engagement team will partner with school staff to support family engagement, parent leadership development, and communications with families. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Finally, a Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$6,061,180
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$729,105.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures included in the General Fund Budget Expenditures that are not calculated in our projected expenditures for actions and services to meet our goals for the LCAP year include, but are not limited to: a percentage of teacher, administrator, and support staff’s compensation and benefits; analytics software; data and operations-related software; curriculum web services and software; furniture; technology hardware, such as laptops; Summit’s guest teaching program; program and support fees paid from the school to Summit Public Schools; rent; various contractors; legal fees; and athletics program fees.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$4,690,343

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will graduate college-ready.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic: Teachers appropriately credentialed: **17-18** 100% **Baseline** 82%	90% (2017-2018 school year, as of 4/13/2018)
Metric/Indicator Basic: Pupils with access to standards-aligned instructional materials: **17-18** 100%	100% (2017-2018 school year)

Expected	Actual
Baseline 100%	
Metric/Indicator Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills: **17-18** 75% **Baseline** 77%	60% (2017-2018, as of 4/13/2018)
Metric/Indicator Implementation of State Standards & Other Pupil Outcomes: SED students on-track for Common Core cognitive skills: **17-18** 66% **Baseline** 72%	51% (2017-2018 school year, as of 4/13/2018)
Metric/Indicator Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA: **17-18** All Students: 55% EL Students: 32% SED Students: 55% Hispanic Students: 55% African American Students: 45% Asian Students: 55% White Students: 55% Two or more races Students: 55%	All Students: 64% EL Students: 26% SED Students: 55% Hispanic Students: 54% African American Students: 44% Asian Students: 78% White Students: 90% Two or more races Students: 75% (2016-2017 school year)

Expected	Actual
Baseline All Students: 66% EL Students: 31% SED Students: 55% Hispanic Students: 58% African American Students: 44% Asian Students: 80% White Students: 97% Two or more races Students: 93%	
Metric/Indicator Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math: **17-18** All Students: 44% EL Students: 20% SED Students: 34% Hispanic Students: 37% African American Students: 18% Asian Students: 61% White Students: 55% Two or more races Students: 55% **Baseline** All Students: 44% EL Students: 19% SED Students: 33% Hispanic Students: 36% African American Students: 17% Asian Students: 60% White Students: 78% Two or more races Students: 73%	All Students: 38% EL Students: 10% SED Students: 24% Hispanic Students: 21% African American Students: 17% Asian Students: 57% White Students: 73% Two or more races Students: 54% (2016-2017 school year)
Metric/Indicator Pupil Achievement: Students admitted to a 4 year college: **17-18** NA	N/A

Expected	Actual
Baseline NA	
Metric/Indicator Pupil Achievement: EL Students reclassified to English Proficient: **17-18** 6% **Baseline** 6%	12.9% (2016-2017 school year)
Metric/Indicator Pupil Achievement: Average number of years before EL students are reclassified: **17-18** 1.5 YRS **Baseline** 1.5 YRS	1.4 YRS (2016-2017 school year)
Metric/Indicator Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher: **17-18** NA **Baseline** NA	N/A
Metric/Indicator Pupil Achievement: Students not requiring remediation based on Early Assessment Program: **17-18** NA **Baseline** NA	N/A
Metric/Indicator Pupil Engagement: School absenteeism rate:	6.3% (2017-2018 school year as of P2 reporting)

Expected	Actual
17-18 4.5% **Baseline** 4.51%	
Metric/Indicator Pupil Engagement: Chronic absenteeism rate: **17-18** All Students: 9% African American Students: 8% Asian Students: 5% Hispanic Students: 9% White Students: 5% Two or more races Students: 5% EL Students: 5% SED Students: 9% SPED Students: 9% **Baseline** All Students: 5.38% African American Students: 3.28% Asian Students: 0% Hispanic Students: 6.67% White Students: 0% Two or more races Students: 0% EL Students: 0% SED Students: 5.65% SPED Students: 11.11%	All Students: 16.2% African American Students: 18.4% Asian Students: 6% Hispanic Students: 16.6% White Students: 17.2% Two or more races Students: 19.2% EL Students: 20.0% SED Students: 21.1% SPED Students: 15.1% (2017-2018 school year as of P2 reporting)
Metric/Indicator Pupil Engagement: Middle school dropout rate: **17-18** 0% **Baseline** 0%	0% (2016-2017 school year)
Metric/Indicator Pupil Engagement: High school dropout rate:	N/A

Expected	Actual
17-18 NA **Baseline** NA	
Metric/Indicator Pupil Engagement: High school graduation rate: **17-18** NA **Baseline** NA	N/A
Metric/Indicator Course Access: Students on track to fulfill UC A-G course list requirements (excluding SPED students): **17-18** 100% **Baseline** 100%	N/A

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every	Implemented as described.	5000-5999: Services And Other Operating Expenditures Base $33,309	5000-5999: Services And Other Operating Expenditures Base $28,239

year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post- assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy. Assessments planned include the following (this list is not exhaustive): • SBAC ICAs and IABs - Simulations of the SBAC or CAASPP test including Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) • NWEA MAP - Math and Reading test, used for pre-	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $9,532 3000-3999: Employee Benefits Base $4,293 5000-5999: Services And Other Operating Expenditures Base $1,128	1000-1999: Certificated Personnel Salaries Base $8,733 3000-3999: Employee Benefits Base $3,743 5000-5999: Services And Other Operating Expenditures Base $7,902

assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination. • PSAT-This college-ready test is administered to students in grades 9-11 • ACT EPAS - College readiness pre-assessment for 11th graders	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Literacy Intervention: This is an intervention devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly check-in from their teacher. The highest need students, such as EL students, receive a more directed intervention in a small group setting. This period also enables Special Education teachers to support SPED students to address specific literacy gaps.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $8,428 3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $3,612 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $7,261	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $15,192 3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $6,511 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $15,605

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Math Intervention: This is an intervention devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the period with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a small group setting. Additionally, this period enables Special Education teachers to support SPED students to address specific numeracy gaps.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $8,428 3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $3,612 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $8,077	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $15,192 3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $6,511

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Extended school day: All school work is completed electronically via a number of different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students. After school programming will be managed and overseen by the Community Time Teachers.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $24,476 3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $10,490	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $32,400 3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $13,886

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Expeditions: Expeditions will integrate into the weekly course rotation in the 7th and 8th grades. Rather than the previous cadence of immersive electives every 7 weeks, we are moving to an integrated elective schedule at the middle school level since we see a need for more schedule stability and an elective teaching team that supports students in their development of career and college major exploration on a consistent basis over time. The elective courses are designed to represent a variety of themes to accomplish the following mission-critical objectives: 1. Students have a chance to explore extracurricular passions. 2. At the high school level, students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs 3. Students explore careers via annual Career Days and through Internships. 4. Students have an opportunity to explore college options and learn more about the college experience in their junior year. 5. Students have an opportunity to obtain support on core academic course work and enhance their learning.	Implemented as described.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $300,799	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $199,305

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teacher Support and Professional Development: The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach regularly observes and meets with each teacher in order to support them in advancing towards their professional goals and improving student outcomes. All teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers. The professional development program is supported by a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning. The Director of Continuous Improvement provides professional development resources to teachers focused on targeted supports for English Language Learners.	Implemented as described,	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $8,475	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $24,067
		3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $3,632	3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $10,314
		5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $29,944	

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning. There are also Teachers on Special Assignment in each discipline that support in the improvement and creation of high quality educational materials.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $25,368 3000-3999: Employee Benefits Base $10,872	1000-1999: Certificated Personnel Salaries Base $34,970 3000-3999: Employee Benefits Base $14,987

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal: 1. Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document. 2. Assistant Director: The Assistant Director of the school knows all the students and provides additional support in areas that the mentor may be unfamiliar with. The AD also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The AD also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families.	High school is currently being built out so less resources are expended on this action for this year. This will increase as High School grades are built out.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $18,306	

3. Director of College Readiness: The Director is an expert on the college application process and the college transition process. She supports the Assistant Director of the school by keeping her eye out for overall trends in college admissions and financial aid, training the AD and the mentor on the college process, and helping ADs to plan and implement college information nights. 4. College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support post-secondary success for Summit alumni to learn about how our program can better set current students up for post-secondary success. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools. 5. College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)	

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person, such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is continuing to build a cohesive program integrated into all of the core classes to help students grow their habits of success. Mentors build structure and implement curriculum that monitors progress and growth of Habits of Success in every student.	Implemented as described.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $4,604	
		3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $1,973	
		5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $2,769	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $9,473

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance	Implemented as described. The system is built out and optimized so support staff and teachers spend less time manually doing checks for this.	1000-1999: Certificated Personnel Salaries Base $875	1000-1999: Certificated Personnel Salaries Base $706
		3000-3999: Employee Benefits Base $375	
		2000-2999: Classified Personnel Salaries Base $10,880	3000-3999: Employee Benefits Base $4,362

contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students participate in the Summit Learning Platform which allows them to access multiple resources to help them build their Common Core cognitive skills and foundational content knowledge to be successful on real world projects and content specific assessments. Each student has a mentor who helps students monitor their academic goals and uses appropriate strategies when goals are not met. During Personalized Learning Plan meetings in the Fall and the Spring, students discussed their goals with their mentor and parents and used this information to drive their daily actions which include school attendance, academic outcomes and growth in social emotional learning.

Programs such as Summit Reads and Summit Solves are meant to support ELA and math literacy so that all students can show growth in these areas. All instructors continuously participate in professional development to help them improve their teaching of cognitive skills to students with a variety of reading and math levels. Additionally, this year we implemented a mentorship curriculum (Circles) that worked to specifically teach and model habits, community and culture related skills including self-directed learning and relationship skills. This program was intended to help students feel a sense of belonging and connection to the school.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

At the beginning of the year we implemented an adjusted curriculum in our lowest-level Summit Reads and Summit Solves that was designed to better-support our students most struggling reading and math. Based on our interim assessment data on the NWEA MAP exam, our students in these levels of support made higher growth relative to similar students in prior years. Furthermore, we are proud to have maintained our proficiency in ELA from the previous year, with an average of 54% of Latino students (most of whom are also low income) meeting or exceeding proficiency. We look to continue to improve our Math scores in the following school year with more time embedded into our schedule for Math, as well as updating our curriculum.

Our Mentorship (Circles) pilot this year developed rituals that are designed to support students' development of connection, belonging, and interpersonal skills necessary for success in school and beyond. We have piloted this program with a few of our teachers, and are adjusting the program next year to better integrate this in most teacher's classrooms across the students' school day.

Lastly, we also implemented the start of a cultural competence professional development arc for our teachers. Teachers were able to get clear strategies for establishing relationships with students of color and students who may come to school with trauma. This allowed our teachers to teach in a more culturally relevant way, establish relationships with our Tier 3 students, increasing their access to our curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures.
College process support: High school is currently being built out so less resources are expended on this action for this year. This will increase as HS grades are built out
Comprehensive Attendance: System is built out and optimized so support staff and teachers spend less time manually doing checks for this

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Because our overall performance was strong, much of this goal will remain the same.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Parents and faculty are partners in supporting their students and the school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Climate: Parents/Families having a family meeting with student's mentor: **17-18** 100% **Baseline** 100%	100% (2017-2018 school year)
Metric/Indicator School Climate: Parents responding positively to "I feel connected to my student's school" on parent survey:	All Students: 58% African American Students: NA (< 10 respondents) Asian Students: 57% Hispanic Students: 83% White Students: 61% Two or more races Students: NA (< 10 respondents) EL Students: 100% SED Students: 61% (2017-2018 school year)

Expected	Actual
17-18 All Students: 70% African American Students: 70% Asian Students: 70% Hispanic Students: 70% White Students: 70% Two or more races Students: 70% EL Students: 70% SED Students: 70% **Baseline** All Students: 69% African American Students: 68% Asian Students: 82% Hispanic Students: 75% White Students: 65% Two or more races Students: 63% EL Students: 72% SED Students: 66%	
Metric/Indicator Parental Involvement: Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey: **17-18** 50% **Baseline** 42%	42% (2017-2018 school year)
Metric/Indicator Parental Involvement: Parents responding positively to “I trust my student’s school” on parent survey”: **17-18** 80% **Baseline** 81%	57% (2017-2018 school year)

Expected	Actual
Metric/Indicator Parental Involvement: Parents responding positively to “I am satisfied with my level of knowledge of what my student is learning or doing at school.” **17-18** 75% **Baseline** 76%	62% (2017-2018 school year)
Metric/Indicator Parental Involvement: Parents responding positively to “I understand my student’s academic performance and progress in school.”: **17-18** 84% **Baseline** 84%	85% (2017-2018 school year)
Metric/Indicator Parental Involvement: Parents responding positively to “I understand what I can do to support my students academically.”: **17-18** 79% **Baseline** 79%	90% (2017-2018 school year)
Metric/Indicator Parental Involvement: Parents responding positively to “I understand how to interact with my student’s Personalized Learning Plan (PLP)”: **17-18** 80% **Baseline** 80%	85% (2017-2018 school year)
Metric/Indicator Parental Involvement: At least one parent sign up for the Parent Ambassador Institute: **17-18** Y	Y (2017-2018 school year)

Expected	Actual
Baseline Y	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit's Senior Director of Community Engagement to support family engagement and communications. Additionally, the Manager of Government Affairs, Manager of Communications, and Manager of Development have been added in order to support the growth of communications and services to our families.	Implemented as described. Additional community engagement and school communications staff positions were added to increase engagement and community building practices.	5000-5999: Services And Other Operating Expenditures Base $6,334	5000-5999: Services And Other Operating Expenditures Base $29,987

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Events: Throughout the year, we host various parent events to support parents in supporting their students as well as	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $4,520	1000-1999: Certificated Personnel Salaries Base $8,222

fostering relationships among the community. This includes Back to School Nights, Parent Ed Nights, College Nights, Teaching & Learning Tours, Coffee with the Directors, Expeditions Celebrations, and End of Year Celebrations.		3000-3999: Employee Benefits Base $1,937 5000-5999: Services And Other Operating Expenditures Base $3,510	3000-3999: Employee Benefits Base $3,525 5000-5999: Services And Other Operating Expenditures Base $1,992

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent PLP & Illuminate: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant access to students' work and performance. The PLP team will continue optimizing the platform for a better parent experience. The Illuminate platform also has a parent-facing login and interface for families to track attendance records.	Implemented as described.	1000-1999, 2000-2999, 3000-3999 Base $14,964 2000-2999: Classified Personnel Salaries Base $2,176 3000-3999: Employee Benefits Base $6,413	1000-1999: Certificated Personnel Salaries Base $543 2000-2999: Classified Personnel Salaries Base $2,857 3000-3999: Employee Benefits Base $233

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.	Implemented as described although fewer ad hoc meetings were held than expected.	1000-1999: Certificated Personnel Salaries Base $9,845 3000-3999: Employee Benefits Base $4,219	1000-1999: Certificated Personnel Salaries Base $620 3000-3999: Employee Benefits Base $266

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school & Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to communicate important information to their parents. 4) Summit Public Schools has Facebook and Twitter accounts to create an online community of parents to share and interact with each other. Some schools also maintain Facebook pages for their community. 5) We will pilot a new robotexting service with teachers, as well as expand this service in future years to pilot both attendance and project due date reminders.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $8,080 2000-2999: Classified Personnel Salaries Base $4883 3000-3999: Employee Benefits Base $3,463 5000-5999: Services And Other Operating Expenditures Base $25,619	1000-1999: Certificated Personnel Salaries Base $5,830 2000-2999: Classified Personnel Salaries Base $8,300 3000-3999: Employee Benefits Base $339

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Feedback Mechanisms: Twice a year, we administer a	Implemented as described although the parent surveys have	1000-1999: Certificated Personnel Salaries Base $268	1000-1999: Certificated Personnel Salaries Base $237

parent survey to all parents. We also collect feedback after every parent event. Once a year, schools will hold LCAP Parent Engagement sessions. Summit's Family Engagement team will host ad hoc feedback sessions, depending on needs and topics of interests for the school.	been built out so we spend less staff time on this than expected.	3000-3999: Employee Benefits Base $115 5000-5999: Services And Other Operating Expenditures Base $12,414	3000-3999: Employee Benefits Base $102

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Translations: To reach our diverse audiences, we translate both written and verbal communications into Spanish or other languages, as needed. We have a regular contractor pool of verbal interpreters for our schools and teachers to use.	Implemented as described. SPS support staff translated more materials and focused on this initiative more than expected.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $300	2000-2999: Classified Personnel Salaries Supplemental and Concentration $500 3000-3999: Employee Benefits Supplemental and Concentration $214 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $2,604

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Resources: We will continue creating robust resources (i.e., websites, playlists, videos, etc.) that educate parents on the Summit student experience and how they can better support their students.	Since resources have already been built out, Admins and support staff spent less hours on this than anticipated.	5000-5999: Services And Other Operating Expenditures Base $4,103	5000-5999: Services And Other Operating Expenditures Base $1,203

Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We promote sharing of best practices through a Community of Learning for parent organization leaders across Summit.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $1,606 2000-2999: Classified Personnel Salaries Base $2,294 3000-3999: Employee Benefits Base $688	1000-1999: Certificated Personnel Salaries Base $752 3000-3999: Employee Benefits Other $322

Action 10

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Ambassador Institute: To empower families to advocate for their school, Summit Public Schools, and high-quality educational opportunities for all, Summit is piloting a Parent Ambassador Institute this year. Next year, the program will scale to include more family participants and programming. Through the Insitute, families across Summit schools will learn more about Summit, the education landscape, and how to be an effective Parent Ambassador. Afterwards, they will have opportunities to take on or lead Ambassador Actions	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $2,676 3000-3999: Employee Benefits Base $1,147 5000-5999: Services And Other Operating Expenditures Base $25,667	1000-1999: Certificated Personnel Salaries Base $1,187 3000-3999: Employee Benefits Base $509

Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Professional Development & Resources for Teachers: We will provide resources, tools, and professional development trainings for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices and communication templates.	Implemented as described.	5000-5999: Services And Other Operating Expenditures Base $11,989	1000-1999: Certificated Personnel Salaries Base $568 3000-3999: Employee Benefits Base $244

Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Culturally Responsive Family Engagement: A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.	This action was more site based and decentralized than anticipated. SPS Home Office was not as involved as expected.	1000-1999: Certificated Personnel Salaries Base $223 2000-2999: Classified Personnel Salaries Base $1,953 3000-3999: Employee Benefits Base $96 5000-5999: Services And Other Operating Expenditures Base $7,993	1000-1999: Certificated Personnel Salaries Base $396 2000-2999: Classified Personnel Salaries Base $1,316 3000-3999: Employee Benefits Base $733 5000-5999: Services And Other Operating Expenditures Base $1,880

Action 13

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Mentor Group Leads: For each mentor group in our school, we have parent leaders who work with the mentor for that group to build community & culture, communicate key information, and be a resource for the parent group members.	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $491 3000-3999: Employee Benefits Base $210 5000-5999: Services And Other Operating Expenditures Base $2,906	1000-1999: Certificated Personnel Salaries Base $435 3000-3999: Employee Benefits Base $187

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each student receives a Personalized Learning Plan meeting at the start of each school year in which the mentor, student, and family meet to discuss academic goals for the school year and the ways everyone will help make the goals a reality. Parents are also invited to attend school events such as Back to School, parent education nights, celebrations of learning, and college nights so that they have a better understanding of our systems and how they can support their student be more college-ready from home. Parents and faculty are also invited to complete a survey twice a year in which they express their views on our academic model and our school climate. A biweekly parent newsletter and faculty inform is emailed to families and staff each week so that they are informed of school happenings, our school's goals and visions, and our progress on meeting our vision. This year, K2 also held a series of parent engagement events designed specifically for Spanish speaking parents only. This was also run by one of our current Spanish speaking parents in partnership with teachers and administrators.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our Fall was heavy with events designed to support parents' engagement with their students' education at our school. Our back to school night and Fall Parent Education nights were supported by generally increased teacher-family contacts. In the Fall and throughout the year, faculty have participated in professional development designed to improve communication between teachers and families.

Our Parent Education Night series expanded substantially this year, with many highly-attended events. Some sessions were produced and developed by faculty (covering topics such as youth/adolescent development, our Habits, Community and Culture Program, supporting your student at K2) and other sessions brought in external experts or resources. The feedback from families is positive. We are developing events next fall focused on family feedback from this year, including digital/online safety.

Our parent organization has been focusing on increasing its structure this year. We have developed regular meeting structures for the broader parent organization. Our parent organization has worked on involving mentor group parent leads to lead more outside-of-school community building activities. While many outcomes were met, our services/actions for goal 2 also need to more effectively reach out to our Spanish speaking parent population. Work does have to be continued so that parents continue to be regular partners in their child's education and that our parents can run a more consistently engaged PTA program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures.

Increased parent engagement variance: More community engagement and school communications staff positions were added to increase engagement and community building practices.
Parent PLP: Teachers needed to spend less time educating parents on Summit Learning platform than expected.
Mentor Meetings: Fewer ad hoc meetings were held than expected.
Parent Feedback: Parent surveys have been built out and take less time preparing than in the past.
Translations: SPS support staff translated more materials and focused on this initiative more than expected.
Parent resources: Admins and support staff spent less hours on this than anticipated- this has been built out so less time was needed on this.
Parent organization: Admins and support staff spent less hours on this than anticipated.
Parent ambassador: Admins and support staff spent less hours on this than anticipated.
PD & resources for teachers: Admins and support staff spent less hours on this than anticipated.
Culturally responsive family engagement: This action was more site based and decentralized than anticipated. SPS Home Office was not as involved as expected.
Mentor Group Leads: Admins and support staff spent less hours on this than anticipated.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order to more effectively evaluate the impact of the actions and services towards achieving this goal, we have consolidated the list and grouped some of these actions and services together for 2018-2019. You will see these changes reflected in the LCAP in the actions and services list under Goal 3.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

All community members feel safe at school.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Basic: Unsafe facilities reports examined and addressed within 1 business day: **17-18** 100% **Baseline** 100%	100% (2017-2018 school year)
Metric/Indicator Basic: Complaints about facilities repairs: **17-18** NA **Baseline** NA	NA (2017-2018 school year)
Metric/Indicator School Climate: Pupil Suspension Rate:	10.9% (2017-2018 school year as of 4/13/2018)

Expected	Actual
17-18 3% **Baseline** NA	
Metric/Indicator School Climate: Pupil Expulsion Rate: **17-18** 1% **Baseline** NA	0.0% (2017-2018 school year as of 4/13/2018)
Metric/Indicator School Climate: Parents responding positively to “I feel my child is physically safe at school” on parent survey: **17-18** 87% **Baseline** 87%	65% (2017-2018 school year)
Metric/Indicator School Climate: Parents responding positively to “I feel my child is emotionally safe at school” on parent survey: **17-18** 85% **Baseline** 85%	62% (2017-2018 school year)
Metric/Indicator School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Discipline in this school is fair”: **17-18** 3.55 **Baseline** 3.82	N/A, an alternative survey was administered

Expected	Actual
Metric/Indicator School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most adults in this school treat students with respect”: **17-18** 3.9 **Baseline** 4.09	YouthTruth survey was not administered, as an alternative measure students responding positively to "The adults at my school care about me.": 52% (2017-2018 school year)
Metric/Indicator School Climate: Faculty members responding positively to “I feel physically safe at school.” on faculty survey: **17-18** 75% **Baseline** 73.3%	62% (2017-2018 school year)
Metric/Indicator School Climate: Faculty members responding positively to “I feel emotionally safe at school.” on faculty survey: **17-18** 85% **Baseline** 86.7%	45% (2017-2018 school year)
Metric/Indicator School Climate: Required drills completed: **17-18** 100% **Baseline** 100%	100% (2017-2018 school year)
Metric/Indicator School Climate: Information security breaches addressed with 24 hours: **17-18** 100%	100% (2017-2018 school year)

Expected	Actual
Baseline 100%	
Metric/Indicator Safety inspection completed? **17-18** Y **Baseline** Y	Y (2017-2018 school year)

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need ongoing training on facilitating restorative justice properly. All teachers will receive training during site and organization-wide professional development days.	Implemented as described. In addition, we hired a Restorative Justice consultant to help our faculty build their skill set in Restorative practices. And we hired a full time legal legal counsel to review discplinary decisions to ensure consistency	$3,864 1000-1999: Certificated Personnel Salaries $1,656 3000-3999: Certificated Personnel Benefits 1000-1999, 3000-3999 LCFF Supplemental and Concentration, LCFF Base $5,520	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration, LCFF Base $5,181
			3000-3999: Employee Benefits LCFF Supplemental and Concentration, LCFF Base $2,220
			5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration, LCFF Base $11,697

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Summit has formed a Cultural Responsiveness Guiding Coalition to lead the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in the classroom. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of culturally responsive pedagogy.	Implemented as described. In addition we hired a full time Director of DEI that supports this initiative and Talent Team does PD to eliminate bias.	1000-1999: Certificated Personnel Salaries Base $966 3000-3999: Employee Benefits Base $414	1000-1999: Certificated Personnel Salaries Base $12,566 3000-3999: Employee Benefits Base $5,385

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Emergency Plan Project: Last year's safety committee devised a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any	Implemented as described.	1000-1999: Certificated Personnel Salaries Base $2,147 3000-3999: Employee Benefits Base $920	1000-1999: Certificated Personnel Salaries Base $3,000 3000-3999: Employee Benefits Base $1,286

support personnel or contractors who are frequently in the school, will be trained in these procedures.	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Digital Safety on the Technology Team. Additionally, a digital safety curriculum for students and for parents will be developed.	Implemented as described. The entire tech team engaged in this effort as it became more important to Summit and to public education education more broadly.	1000-1999: Certificated Personnel Salaries Base $121 3000-3999: Employee Benefits Base $52 5000-5999: Services And Other Operating Expenditures Base $2,894	1000-1999: Certificated Personnel Salaries Base $103 3000-3999: Employee Benefits Base $44 5000-5999: Services And Other Operating Expenditures Base $37,612

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Health/Wellness: The Expeditions programs for the Middle School will introduce a new health/wellness course. A parent education series focused on health and wellness will also be developed and implemented in our school.	The health/wellness course was not implemented at the parent level.	1000-1999: Certificated Personnel Salaries Base $6,838 3000-3999: Employee Benefits Base $2,930	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

This year, teachers received training in restorative justice during new faculty orientation and throughout the year in professional development. K2 hired a restorative justice consultant to help the administration and teachers Training holding restorative circles, use of proactive restorative language in the classroom, and methods of de-escalation in the classroom. Teachers were also trained on when a situation should be brought to the attention of school leadership so appropriate conversations can take place.
Frequently, these circles offer an opportunity to clarify reintegration norms and expectations. Additionally, faculty held bi-weekly circles in which teachers were able to express how they were feeling about issues on campus, as well as bring personal artifacts that allowed faculty to build trust with one another.

Faculty continued to hold weekly check-ins with all students in their mentor groups to check-in on both academic progress and for social-emotional support. Mentors are a student's primary support on campus and through these check-ins mentors can identify and address many emotional and physical concerns during the year. We partnered this year with the Summit Public Schools facilities team to immediately address any facility issues or concerns. We continue to partner with the technology team at Summit Public Schools to ensure digital and cybersafety on campus. We have strong firewalls in place on campus and we regularly block unsafe or questionable sites. To monitor physical and emotional safety on campus, school surveys are given twice a year to both students and faculty. Stakeholders are able to anonymously complete the survey to ensure to allow for the most accurate data on community safety.

Lastly, Summit K2 has expanded their administrative team this year to include an additional Dean of Students to help respond to issues between students as proactively as possible. This has increased Summit K2's capacity to proactively manage student culture, increase supervision, which has allowed us to ensure that students and teachers feel safe and that issues are responded to promptly.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our restorative justice program has led to a stronger feeling of community than we have experienced among students before. We have been working on intentionally and proactively building positive relationships among students and between students and faculty. The 10-minute check-ins every Friday between the student and mentor teacher fosters strong relationships. We have focused on building community within grade levels. While we still have work to do in bringing our very diverse community together, we are noticing a sense of support. That sense of community has led to strong answers from students on internal measures of community. However, we are working on improving our faculty memebers' answers to feeling physically and emotionally safe with our cultural competence and restorative justice training.

We are working to develop both a student and parent education program for digital safety to help students better navigate their digital worlds and help parents better understand the challenges their students are facing online. We have also instituted more stringent criteria for blocking websites that may not be school appropriate.

We have conducted all emergency drills prior to the deadline and successfully completed drills for earthquake, fire, and active shooter. We completed a full audit of our safety plan to ensure that we are compliant with all campus safety measures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Summit Public Schools has defined material differences as a 40% variance between budgeted and actual expenditures.
Restorative Justice Training variance: Hired full time legal legal counsel to review discplinary decisions to ensure consistency
Equity and Social Justice PD: Hired full time Director of DEI that supports this initiative and Talent Team does PD to eliminate bias
Information Safety Project: Entire tech team engaged in this effort as it became more important to Summit and to public education education more broadly.
Health/Wellness: The health/wellness course was not implemented at the parent level.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The addition of a Dean of Students to our staff team is a significant change and can be found in the actions/services for Goal 3.

Stakeholder Engagement

LCAP Year: **2018-19**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Summit K2 met with parents, students, and teachers in April 2018 to review the 17-18 LCAP goals and garner feedback and analysis. The community members were notified of the stakeholder meetings through loudspeaker announcements, phone calls, announcements on the school website, emails, and community newsletters. Staff met during a scheduled staff meeting, students and parents met at a community meeting was held in the evening. During the meetings, community members had a chance to review a presentation of the LCAP goals and the school's current progression towards the goals by reviewing data and finances. Then, the stakeholders engaged in a discussion and feedback was gathered by school leadership in order to make decisions about the 17-18 LCAP Annual Update and the 18-19 LCAP. Community members who could not attend the meetings were able to download the materials from the website and share their input virtually with the school leaders. All subgroups were represented and Spanish translations were provided.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

These consultations provided a significant amount of affirmation of our goals and the progress that our school is making towards providing an exemplar school experience for our students. Specifically, community members expressed their support of our college going program, especially in the HS, but offered ideas to enhance the parent outreach program which were included in the SY18-19 plan. This constructive feedback led to an enhanced redesign of the program, including suggesting structures that could increase the participation from our Latino and African American families. Additionally, stakeholders discussed the need to continue to focus on socio-emotional growth of students, and creating a safe space for all students to express their true selves. One suggestion was to start a peer mediation program, which will also be included in next year's plan.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA’s goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All students will graduate college-ready.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

While we are proud that the Summit Public Schools network has a six year college graduation rate at double the national average (55 percent), we want to better prepare our students with the skills, knowledge, and habits needed to be successful in a 4-year college because of the career and life opportunities that a college degree opens.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Teachers appropriately credentialed:	82%	100%	100%	
Basic: Pupils with access to standards-	100%	100%	100%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
aligned instructional materials:				
Implementation of State Standards & Other Pupil Outcomes: Students on-track for Common Core cognitive skills:	77%	75%	65%	
Implementation of State Standards & Other Pupil Outcomes: Unduplicated students on-track for Common Core cognitive skills:	72%	66%	56%	
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on ELA:	All Students: 66% EL Students: 31% SED Students: 55% Hispanic Students: 58% African American Students: 44% Asian Students: 80% White Students: 97% Two or more races Students: 93%	All Students: 55% EL Students: 32% SED Students: 55% Hispanic Students: 55% African American Students: 45% Asian Students: 55% White Students: 55% Two or more races Students: 55%	All Students: 69% EL Students: 31% SED Students: 60% Hispanic Students: 59% African American Students: 49% Asian Students: 82% White Students: 85% Two or more races Students: 80%	
Pupil Achievement: Students scoring Proficient or higher on Smarter Balanced assessments on Math:	All Students: 44% EL Students: 19% SED Students: 33% Hispanic Students: 36% African American Students: 17% Asian Students: 60% White Students: 78% Two or more races Students: 73%	All Students: 44% EL Students: 20% SED Students: 34% Hispanic Students: 37% African American Students: 18% Asian Students: 61% White Students: 55% Two or more races Students: 55%	All Students: 43% EL Students: 25% SED Students: 29% Hispanic Students: 26% African American Students: 25% Asian Students: 62% White Students: 78% Two or more races Students: 59%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Pupil Achievement: Students admitted to a 4 year college:	NA	NA	NA	
Pupil Achievement: EL Students reclassified to English Proficient:	6%	6%	5%	
Pupil Achievement: Average number of years before EL students are reclassified:	1.5 YRS	1.5 YRS	1.5 YRS	
Pupil Achievement: Graduates passing at least one AP exam with a 3 or higher:	NA	NA	NA	
Pupil Achievement: Students not requiring remediation based on Early Assessment Program:	NA	NA	NA	
Pupil Engagement: School absenteeism rate:	4.51%	4.5%	5.8%	
Pupil Engagement: Chronic absenteeism rate:	All Students: 5.38% African American Students: 3.28% Asian Students: 0% Hispanic Students: 6.67% White Students: 0% Two or more races Students: 0%	All Students: 9% African American Students: 8% Asian Students: 5% Hispanic Students: 9% White Students: 5% Two or more races Students: 5% EL Students: 5%	All Students: 15.2% African American Students: 17.4% Asian Students: 5% Hispanic Students: 15.6% White Students: 16.2% Two or more races Students: 18.2%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	EL Students: 0% SED Students: 5.65% SPED Students: 11.11%	SED Students: 9% SPED Students: 9%	EL Students: 18% SED Students: 19.1% SPED Students: 13.1%	
Pupil Engagement: Middle school dropout rate:	0%	0%	0%	
Pupil Engagement: High school dropout rate:	NA	NA	NA	
Pupil Engagement: High school graduation rate:	NA	NA	NA	
Course Access: Students on-track to fulfill UC A-G course list requirements (excluding SPED)	100%	100%	100%	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.	Attracting and Retaining Highly Qualified Teachers: Summit invests significant employee time into a robust hiring process to ensure that all teachers are best fits for the school and the students. Additionally, there is a significant credential audit performed every year to ensure that all new and returning teachers are appropriately credentialed, and to ensure that teachers are accurately informed about the requirements for keeping their credential current. Exit procedures, such as an exit interview or exit survey, will also be explored in order to identify primary causes of personnel loss and to increase retention.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$33,309	$57,872	
Source	Base	LCFF, Title II	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy. Assessments planned include the following (this list is not exhaustive): • SBAC ICAs and IABs - Simulations of the SBAC or CAASPP test including Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs)	Standardized Assessment Program: Summit has an organized and thoughtfully laid out schedule of assessments throughout the year, including pre-assessments, mid-year formative assessments, and summative post-assessments. These assessments provide evidence and feedback on a variety of topics, especially literacy and numeracy. Assessments planned include the following (this list is not exhaustive): • SBAC ICAs and IABs • NWEA MAP - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of	

• NWEA MAP - Math and Reading test, used for pre-assessment of 6th - 10th graders, mid-year assessment, end of year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination. • PSAT-This college-ready test is administered to students in grades 9-11 • ACT EPAS - College readiness pre-assessment for 11th graders	year assessment, and as part of EL reclassification procedure. EL students will also take the Language test as part of the language proficiency determination. • ACT EPAS - College readiness pre-assessment for 11th graders	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,532	$1,123	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$4,293	$359	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$1,128		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Literacy Intervention: This is an intervention devoted to improving student literacy. Students who are at grade level in literacy are required to read independently for the period with a weekly check-in from their teacher. The highest need students, such as EL students, receive a more directed intervention in a small group setting. This period also enables Special Education teachers to support SPED students to address specific literacy gaps.	Literacy Intervention: This is an intervention devoted to improving student literacy. The highest need students, such as EL students, receive a directed intervention in a small group setting. This period also enables Special Education teachers to support SPED students to address specific literacy gaps.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,428	$7,885	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$3,612	$1,971	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$7,261		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Math Intervention: This is an intervention devoted to improving student numeracy. Students who are at grade level in numeracy are required to work independently on Khan Academy for the period with a weekly check-in from their teacher. The highest need students receive a more directed intervention in a small group setting. Additionally, this period enables Special Education teachers to support SPED students to address specific numeracy gaps.	Math Intervention: This is an intervention devoted to improving student numeracy. The highest need students receive a directed intervention in a small group setting. Additionally, this period enables Special Education teachers to support SPED students to address specific numeracy gaps.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,428	$7,885	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$3,612	$1,971	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF, Title I	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Amount	$8,077		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Extended school day: All school work is completed electronically via a number of different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet	Extended school day: All school work is completed electronically via a number of different online platforms. Students can access these platforms at home and at school both for remedial work, to stay on-track, and to get ahead. This puts low-income students at a disadvantage due to reduced access to technology and internet	

access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students. After school programming will be managed and overseen by the Community Time Teachers.	access outside the school. To bridge this divide, increased access to curriculum, technology, and internet before and after school is provided to students. After school programming will be managed and overseen by the Community Time Teachers.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$24,476	$54,432	
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$10,490	$14,386	
Source	LCFF Supplemental and Concentration, LCFF Base	Title I	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Expeditions: Expeditions will integrate into the weekly course rotation in the 7th and 8th grades. Rather than the previous cadence of immersive electives every 7 weeks, we are moving to an integrated elective schedule at the middle school level since we see a need for more schedule stability and an elective teaching team that supports students in their development of career and college major exploration on a consistent basis over time. The elective courses are designed to represent a variety of themes to accomplish the following mission-critical objectives: 1. Students have a chance to explore extracurricular passions. 2. At the high school level, students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs 3. Students explore careers via annual Career Days and through Internships.	Expeditions: Expeditions will integrate into the weekly course rotation in the 7th and 8th grades. Rather than the previous cadence of immersive electives every 7 weeks, we are moving to an integrated elective schedule at the middle school level since we see a need for more schedule stability and an elective teaching team that supports students in their development of career and college major exploration on a consistent basis over time. The elective courses are designed to represent a variety of themes to accomplish the following mission-critical objectives: 1. Students have a chance to explore extracurricular passions. 2. At the high school level, students have a chance to seek volunteer opportunities, make community partnerships, and have immersive real-world experiences via Internships and Independent Study programs 3. Students explore careers via annual Career Days and through Internships.	

4. Students have an opportunity to explore college options and learn more about the college experience in their junior year. 5. Students have an opportunity to obtain support on core academic course work and enhance their learning.	4. Students have an opportunity to explore college options and learn more about the college experience in their junior year. 5. Students have an opportunity to obtain support on core academic course work and enhance their learning.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300,799	$199,000	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Teacher Support and Professional Development: The same way every student has a mentor, every teacher has a coach. This includes in-house mentors for all new teachers as part of their induction. The coach regularly observes and meets with each teacher in order to support them in advancing towards their professional goals and improving student outcomes. All teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from other teachers. The professional development program is supported by a dedicated team building learning experiences for teachers, helping them to select development goals, and helping them to self-direct their learning. The Director of Continuous Improvement provides professional development resources to teachers focused on targeted supports for English Language Learners.	Teacher Support and Professional Development: Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. Heads of School coach and develop school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,475	$2,074	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$3,632	$518	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$29,944		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning. There are also Teachers on Special Assignment in each discipline that support in the improvement	Common Core Common Assessment Plan: Summit implements a common assessment plan across schools. This plan includes Common Core aligned projects and content assessments that teachers collaboratively plan, edit, execute, and provide feedback on. Through the planning process, teachers gain greater understanding of the Common Core and are able to guide students to proficiency more fluidly. The work that students do as part of the common assessment plan is more authentic to real world skills, enabling them to better meet Common Core proficiency standards. Teachers have set aside time to become familiar with the parts of the assessment plan, as well as time each week dedicated to improving the projects and content assessments - enhancing projects, customizing projects for their students, correcting faulty assessment questions, and building challenges and enrichment into the curriculum. Teachers also have dedicated days of professional development around assessment calibration, and long-term curriculum planning. There are also Teachers on Special Assignment in each discipline that support in the improvement	

and creation of high quality educational materials.	and creation of high quality educational materials.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,368	$24,192	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$10,872	$6,394	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal: 1. Mentors: the student mentor provides the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document. 2. Assistant Director: The Assistant Director of the school knows all the students and provides additional support in areas that the mentor may be unfamiliar with. The AD also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The AD also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families. 3. Director of College Readiness: The Director is an expert on the college application process and the college	College Process support: Summit engages in an extensive support program for students applying to college, setting the expectation that all graduates of Summit will be accepted into a 4-year college, barring extenuating circumstance. To support students in achieving this goal: 1) Mentors: Teachers serving as mentors provide the first line of support, coaching students and their families through the application process. More information about the mentor program can be found later in this document. 2) School Administrator: A Director or Dean of the school who knows all the students, provides additional support in areas that the mentor may be unfamiliar with. The Administrator also provides training for mentors, helping them to understand and recognize common pitfalls and major deadlines. The Administrator also runs college information nights for both students and parents, including providing computer access to families without a computer at home, providing information for non-English speaking families, and providing extensive financial aid information and assistance for families. 3) Director of College Readiness: The Director is an expert on the college application process and the college	

transition process. She supports the Assistant Director of the school by keeping her eye out for overall trends in college admissions and financial aid, training the AD and the mentor on the college process, and helping ADs to plan and implement college information nights. 4. College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support post-secondary success for Summit alumni to learn about how our program can better set current students up for post-secondary success. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools. 5. College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)	transition process. She supports the Administrators of the school by keeping her eye out for overall trends in college admissions and financial aid, training mentors on the college process, and helping Administrators to plan and implement college information nights. The Director also works with the College Readiness program. 4) College Readiness Manager: The Manager supports Summit Public Schools and the Director of College Readiness in ensuring that students graduate from Summit Public Schools college-ready as defined by both internal and external measures. The manager's primary focus is to support students who will be the first to attend college in their families. Additionally, the manager works to support postsecondary success for Summit alumni to learn about how our program can better set current students up for postsecondarysuccess. This role supports the development of system that are mostly executed directed by School Leaders across Summit schools. 5) College Readiness program: Part of the Expeditions program listed above (listed here for completion; not included in the budget details for this action)	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,306	$19,371	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Habits of Success Program development: Habits of Success, the non-academic skills critical to being a contributing member of society and successful career person,	Habits of Success Program: Habits of Success, the non-academic skills critical to being a self-directed learner and prepared for college and career, such as agency,	

such as problem solving and appropriate help-seeking, are a major factor in the college readiness of all students. Summit is continuing to build a cohesive program integrated into all of the core classes to help students grow their habits of success. Mentors build structure and implement curriculum that monitors progress and growth of Habits of Success in every student.	self-direction, and growth mindset, are a major factor in the college readiness of all students. Summit is building a cohesive program, integrated throughout project work, personalized learning time, and mentorship to help students continually develop their habits of success.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,604	$2,074	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$1,973	$1,037	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$2,769		
Source	LCFF Supplemental and Concentration, LCFF Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.	Comprehensive Attendance and Absence Program: The correlation between student attendance and student growth is undeniable. Summit will continue our program for improving attendance and decreasing absences. Actions in this program include regular Office Manager phone calls to parents regarding attendance, attendance contracts for chronically absent students, and check-ins between Executive Directors and Office Managers to ensure correct attendance is taken.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$875	$11,520	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	2000-2999: Classified Personnel Salaries	
Amount	$375	$2,880	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	
Amount	$10,880		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

Parents and faculty are partners in supporting their students and the school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Research shows that students with involved parents are more likely to: 1) earn higher grades and test scores, 2) pass their classes, 3) attend school regularly, 4) have better social skills, and 5) graduate and go on to post-secondary education. Because of the importance of parents engaging in their student's education, we encourage parents and faculty to be partners in supporting our students and our school. Our parent survey results indicated that we have opportunities to improve in providing paths to parent leadership, communication between parents and teachers, and our parents' understanding of their student's academic experience and how to support their success.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate: Parents/Families having a family meeting with student's mentor:	100%	100%	100%	
School Climate: Parents responding positively to	All Students: 69%	All Students: 70%	All Students: 63%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
“I feel connected to my student’s school” on parent survey:	African American Students: 68% Asian Students: 82% Hispanic Students: 75% White Students: 65% Two or more races Students: 63% EL Students: 72% SED Students: 66%	African American Students: 70% Asian Students: 70% Hispanic Students: 70% White Students: 70% Two or more races Students: 70% EL Students: 70% SED Students: 70%	African American Students: 63% Asian Students: 62% Hispanic Students: 85% White Students: 66% Two or more races Students: 63% EL Students: 85% SED Students: 66%	
Parental Involvement: Parents responding positively to “My student’s school uses my feedback when making decisions” on parent survey:	42%	50%	50%	
Parental Involvement: Parents responding positively to “I trust my student’s school” on parent survey”:	81%	80%	62%	
Parental Involvement: Parents responding positively to “I am satisfied with my level of knowledge of what my student is learning or doing at school.”	76%	75%	67%	
Parental Involvement: Parents responding positively to “I understand my student’s	84%	84%	85%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
academic performance and progress in school.”:				
Parental Involvement: Parents responding positively to “I understand what I can do to support my students academically.”:	79%	79%	85%	
Parental Involvement: Parents responding positively to “I understand how to interact with my student’s Personalized Learning Plan (PLP)”:	80%	80%	85%	
Parental Involvement: At least one parent sign up for the Parent Ambassador Institute:	Y	Y	Y	

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increased Family Engagement personnel resources: As part of the services contract with the Charter Management Organization Summit Public Schools, Summit has full-time Director and Manager of Family Engagement as well as partial dedicated time from Summit's Senior Director of Community Engagement to support family engagement and communications. Additionally, the Manager of Government Affairs, Manager of Communications, and Manager of Development have been added in order to support the growth of communications and services to our families.	Community Engagement Team: As part of the services contract with the Charter Management Organization, Summit Public Schools has full-time Community Engagement Team that partners with school staff to support family engagement, parent leadership development, and communications with families. Communications with families includes the parent portal website, social media, family newsletters, translation costs, robocalls and robo text systems. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts. Once a year, the Community Engagement team will administer a parent survey to all parents, then analyze and share results so that the School can respond to needs. The Community Engagement Team also supports School Leaders in holding LCAP Stakeholder Engagement sessions.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$6,334	$2,016	
Source	Base	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	
Amount		$691	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	
Amount		$27,969	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Events: Throughout the year, we host various parent events to support parents in supporting their students as well as fostering relationships among the community. This includes Back to School Nights, Parent Ed Nights, College Nights, Teaching & Learning Tours, Coffee with the Directors, Celebrations of Learning, Expeditions Celebrations, and End of Year Celebrations.	Parent Organization & Community Events: Our school has a parent organization to promote parental involvement, parent education, and parent leadership in our school community. Throughout the year, we also host various events to support parents and foster relationships with the community. Events include translation services as needed. This includes Back to School Nights, New Student Welcome, Parent Education Nights, College Readiness Workshops, and Graduation. We also collect feedback after every parent event.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,520	$15,322	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$1,937	$4,810	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Amount	$3,510		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent PLP & Illuminate: The Personalized Learning Plan (PLP) platform has a parent-facing login and interface for families to have instant access to students' work and performance. The PLP team will continue optimizing the platform for a better parent experience. The Illuminate platform also has a parent-facing login and	Summit Learning Platform and Illuminate: The Summit Learning Platform has a parent-facing login and interface for families to have instant access to students' work and performance. The Illuminate student information system also has a parent-facing login and interface for families to track attendance records.	

interface for families to track attendance records.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$14,964	$34,214	
Source	Base	LCFF	
Budget Reference	1000-1999, 2000-2999, 3000-3999	1000-1999: Certificated Personnel Salaries	
Amount	$2,176	$8,554	
Source	Base	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries	3000-3999: Employee Benefits	
Amount	$6,413		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.	Mentor Meetings: At the beginning of the year, mentors meet with every student & family to review and set annual goals in the PLP. Throughout the year, mentors will have ad hoc meetings with families, depending on their needs. Mid-year meetings will be scheduled to support struggling students.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,845	$22,810	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$4,219	$5,702	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Communication Infrastructures: 1) We have an automated phone call and cell phone texting service (SchoolConnects) to improve communications with parents about attendance, tardiness, events, as well as other student and school news. 2) We have an organization-wide parent & student newsletter, the Summit Insider, and school-specific parent newsletters so that parents are informed about the Summit student experience, school & Summit news, educational topics, and upcoming activities. 3) Each school has a parent portal website to communicate important information to their parents. 4) Summit Public Schools has Facebook and Twitter accounts to create an online community of parents to share and interact with each other. Some schools also maintain Facebook pages for their community. 5) We will pilot a new robotexting service with teachers, as well as expand this service in future years to pilot both attendance and project due date reminders.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$8,080		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$4883		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	$3,463		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$25,619		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Feedback Mechanisms: Twice a year, we administer a parent survey to all parents. We also collect feedback after every parent event. Once a year, schools will hold LCAP Parent Engagement sessions. Summit’s Family Engagement team will host ad hoc feedback sessions, depending on needs and topics of interests for the school.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$268		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$115		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Amount	$12,414		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Translations: To reach our diverse audiences, we translate both written and verbal communications into Spanish or other languages, as needed. We have a regular contractor pool of verbal interpreters for our schools and teachers to use.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$300		
Source	Supplemental and Concentration		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Resources: We will continue creating robust resources (i.e., websites, playlists, videos, etc.) that educate parents on the Summit student experience and how they can better support their students.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,103		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent Organization: Each school has a parent organization structure to promote parental involvement and leadership in the school community. We promote sharing of best practices through a Community of Learning for parent organization leaders across Summit.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,606		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$2,294		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	$688		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Parent Ambassador Institute: To empower families to advocate for their school, Summit Public Schools, and high-quality educational opportunities for all, Summit is piloting a Parent Ambassador Institute this year. Next year, the program will scale to include more family participants and programming. Through the Insitute, families across Summit schools will learn more about Summit, the education landscape, and how to be an effective Parent Ambassador. Afterwards, they will have opportunities to take on or lead Ambassador Actions		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,676		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		
Amount	$1,147		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$25,667		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Professional Development & Resources for Teachers: We will provide resources, tools, and professional development trainings for our faculty to promote parent communications and partnerships with our families. Resources may include playlists of resources on best practices and communication templates.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$11,989		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action		

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Culturally Responsive Family Engagement: A cross-functional team of Summit employees is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$223		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries		

Amount	$1,953		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries		
Amount	$96		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$7,993		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

All community members feel safe at school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Ensuring all students and community members feel safe at school is important to creating a positive and active learning environment. We also need to create a respectful and nurturing school climate to facilitate healthy relationships among both students and faculty as well as allow our students to be their best selves. The semi-annual YouthTruth student survey showed that while the majority of students do feel safe at school, there is still room for us to improve the environment at school, including student-faculty relations, discipline policies, and student-student interactions.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basic: Unsafe facilities reports examined and addressed within 1 business day:	100%	100%	100%	
Basic: Complaints about facilities repairs:	NA	NA	NA	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Climate: Pupil Suspension Rate:	NA	3%	9%	
School Climate: Pupil Expulsion Rate:	NA	1%	0%	
School Climate: Parents responding positively to “I feel my child is physically safe at school” on parent survey:	87%	87%	70%	
School Climate: Parents responding positively to “I feel my child is emotionally safe at school” on parent survey:	85%	85%	67%	
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Discipline in this school is fair”:	3.82%	3.55%	NA	
School Climate: Average score (out of 5) of student responses on YouthTruth Survey to “Most adults in this school treat students with respect”:	4.09%	3.9%	NA	
School Climate: Faculty members responding positively to “I feel physically safe at	73.3%	75%	67	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
school." on faculty survey:				
School Climate: Faculty members responding positively to "I feel emotionally safe at school." on faculty survey:	86.7%	85%	65	
School Climate: Required drills completed:	100%	100%	100%	
School Climate: Information security breaches addressed with 24 hours:	100%	100%	100%	
Safety inspection completed?	Y	Y	Y	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need ongoing training on facilitating restorative justice properly. All teachers will receive training during site and organization-wide professional development days.	Restorative Justice Training: In an effort to make our discipline processes more equitable and have greater impact on the students affected by behavior issues, Summit has moved to a restorative justice model of discipline, and all teachers need ongoing training on facilitating restorative justice properly. All teachers will receive training during site and organization-wide professional development days.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,520	$8,064	
Source	LCFF Supplemental and Concentration, LCFF Base	LCFF	
Budget Reference	1000-1999, 3000-3999 $3,864 1000-1999: Certificated Personnel Salaries $1,656 3000-3999: Certificated Personnel Benefits	1000-1999: Certificated Personnel Salaries	

Amount		$2,131	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Equity and Social Justice Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. Summit has formed a Cultural Responsiveness Guiding Coalition to lead the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity	Diversity, Equity and Inclusion (DEI) Professional Development: As the population at Summit changes with the local population, the faculty is often faced with new social challenges. A DEI team of School Leaders drive the work of aligning our systems to be responsive to the needs of students coming from different backgrounds and to continue to develop our teachers' capacity to be responsive in	

to be responsive in the classroom. Increased awareness of the issues and experiences of our community members will help faculty to create a safe environment for all. This work will be supported by a new Summit Public Schools position specifically focused on researching and implementing best practices of culturally responsive pedagogy.	the classroom. In addition, School Leaders recieve training on implicit bais in the staff selection process.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$966	$2,016	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$414	$533	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Emergency Plan Project: Last year's safety committee devised a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.	Emergency Plan Project: Our safety committee maintains a comprehensive safety plan to address a variety of emergencies and situations. The Operations and HR Teams will partner with school sites to oversee the implementation of this plan to ensure the physical safety of students and community members. All new faculty, as well as any support personnel or contractors who are frequently in the school, will be trained in these procedures.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,147	$4,867	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	
Amount	$920	$1,246	
Source	Base	LCFF	
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Digital Safety on the Technology Team. Additionally, a digital safety curriculum for students and for parents will be developed.	Information Safety Project: As more information is stored electronically regarding students and their performance, it becomes even more important for students and parents to feel that their data is safe and accessible only by appropriate parties. Summit is undertaking an organization wide effort to ensure that data is handled properly in all platforms in accordance to both state and federal education code online privacy laws . This work will be overseen by a new Director of Digital Safety on the Technology Team. Additionally, a digital safety curriculum for students and for parents will be developed.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$121	$47,466	
Source	Base	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	5000-5999: Services And Other Operating Expenditures	
Amount	$52		
Source	Base		
Budget Reference	3000-3999: Employee Benefits		
Amount	$2,894		
Source	Base		
Budget Reference	5000-5999: Services And Other Operating Expenditures		

Action 5

All	All Schools

OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

	New Action	
	Mental and Behavioral Health Supports: We partner with a provider of mental and behavioral health supports to bring site-based counselors for individual and group sessions. The counselors collaborate with	

	faculty and staff to refer students in need, and to monitor progress.	

Budgeted Expenditures

Amount		$25,000	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

Action 6

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

	New Action	
	Dean of Culture & Instruction: A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors.	

Budgeted Expenditures

Amount		$79,000	
Source		LCFF	
Budget Reference		1000-1999: Certificated Personnel Salaries	
Amount		$19,750	
Source		LCFF	
Budget Reference		3000-3999: Employee Benefits	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$554019	13.39%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This year's LCAP includes the following improved and increased targeted supports for our unduplicated pupils:

1. We will revise the structure of our literacy and math intervention courses in order to target these supports more specifically to students in the bottom quintile, to ensure the students who need them most get the most support.

2. We will continue to improve our program for teacher support and professional development. Summit has in-house mentors for all new teachers as part of their induction. In addition, all teachers receive substantial professional development time throughout the school year, including training on teaching Common Core skills, appropriate academic interventions, and coaching from school administrators. Heads of School coach and develop school Directors and Deans as instructional leaders. Curricular resources and coaching are provided to teachers focused on targeted supports for English Language Learners.

3. Additionally, the common curriculum and assessments will continue to be improved. The focus will be on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students.

4. In an effort to improve college readiness supports for all of our students we are investing significant time and professional development into the role of the mentor.

Because each mentor is the primary advocate for only about twenty students, we believe that they have the greatest potential to support students and families through the college planning and application process. The Director of College Readiness will provide professional development for all mentors.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

5. Social-emotional learning is inextricably linked to academic learning. Students need Habits of Success — a set of skills, mindsets, dispositions and behaviors grounded in the social nature of learning. To prepare our students for college and career success, we adopted prominent educational psychologist K. Brooke Stafford-Brizard's (2016) "Building Blocks for Learning" as our framework. It outlines 16 key social-emotional learning skills for comprehensive student development. These habits have been infused into our academic curriculum and into our 1:1 mentoring program.

6. The Community Engagement team will partner with school staff to support family engagement, parent leadership development, and communications with families. This team is focused on developing practices and tools that promote culturally responsive family communication and engagement efforts.

7. A Dean of Culture and Instruction has been added to the faculty to lead and support a positive school-wide culture and climate. The Dean coaches teachers on positive classroom environment, and works directly with students and families to respond to unproductive behaviors. The addition of the Dean to the school leadership team will increase capacity for case-management and mentoring of unduplicated students needing extra support.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$336,662	10.62 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

This year's LCAP includes the following improved and increased targeted supports for our unduplicated pupils:

1. Improved literacy and math intervention courses to include updated and expanded curriculum that will help to increase fluency through integrated reading, writing, and math across a developmental continuum. Offering a more diverse range of texts and richer research-based curriculum will help students achieve proficiency. Literacy research from Fisher and Frey contributed to the improved curriculum as did developmental math research from the Math Project.

2. Additionally, the core content curriculum will also be improved. There will be expert teachers on special assignment enhancing the current research-proven curriculum for Math, English, History, Spanish, Special Education, and Science as well as providing professional development to staff. They will focus on differentiating the curriculum to meet the needs of our diverse learners, including the creation of additional scaffolds to support all students. Also, the TOSAs will fully integrate the Habits of Success program into all of our courses so that our students continue to deeply develop cognitive skills. We work with the Stanford Center for Assessment, Learning, and Equity and we have developed a more robust Cognitive Skills Rubric this past year that will be integrated into all of our courses. We believe this will more fully serve our diverse student population.

3. In order to increase services for our English Language Learners, professional development and teacher coaching will be provided by our Director of Continuous Improvement. Examples of resources and professional development topics are direct vocabulary and writing instruction, leveling/chunking text, and the use of sentence frames amongst many others.

4. In an effort to improve college readiness supports for all of our students, we will add a College-Readiness Manager to our college readiness team. This person is charged to primarily support the college-going process with students who will be the first to attend in their family. There will be workshops designed for students and families in our younger grades to educate and prepare them for college life. Some topics will include financial literacy, bringing careers to life, financial aid, and college exploration.

5. The Senior Director of Community Engagement will cultivate and develop parent support and leadership as well as build family engagement to increase awareness and education related to supporting students.

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (*http://www.cde.ca.gov/fg/ac/sa/*)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:
  (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).
(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
(c) “High school dropout rate” shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).
(d) “High school graduation rate” shall be calculated as follows:
  (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).
(e) “Suspension rate” shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).
(f) “Expulsion rate” shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	737,422.00	607,295.00	724,047.00	729,105.00	0.00	1,453,152.00
Base	286,716.00	236,101.00	273,341.00	0.00	0.00	273,341.00
LCFF	0.00	0.00	0.00	582,703.00	0.00	582,703.00
LCFF Supplemental and Concentration, LCFF Base	450,406.00	367,554.00	450,406.00	0.00	0.00	450,406.00
LCFF, Title I	0.00	0.00	0.00	19,712.00	0.00	19,712.00
LCFF, Title II	0.00	0.00	0.00	57,872.00	0.00	57,872.00
Other	0.00	322.00	0.00	0.00	0.00	0.00
Supplemental and Concentration	300.00	3,318.00	300.00	0.00	0.00	300.00
Title I	0.00	0.00	0.00	68,818.00	0.00	68,818.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	737,422.00	607,295.00	724,047.00	729,105.00	0.00	1,453,152.00
1000-1999, 2000-2999, 3000-3999	14,964.00	0.00	14,964.00	0.00	0.00	14,964.00
1000-1999, 3000-3999	5,520.00	0.00	5,520.00	0.00	0.00	5,520.00
1000-1999: Certificated Personnel Salaries	127,967.00	170,900.00	120,638.00	267,974.00	0.00	388,612.00
2000-2999: Classified Personnel Salaries	22,186.00	12,973.00	22,186.00	11,520.00	0.00	33,706.00
3000-3999: Employee Benefits	61,463.00	75,923.00	58,323.00	72,933.00	0.00	131,256.00
5000-5999: Services And Other Operating Expenditures	505,322.00	347,499.00	502,416.00	376,678.00	0.00	879,094.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	737,422.00	607,295.00	724,047.00	729,105.00	0.00	1,453,152.00
1000-1999, 2000-2999, 3000-3999	Base	14,964.00	0.00	14,964.00	0.00	0.00	14,964.00
1000-1999, 3000-3999	LCFF Supplemental and Concentration, LCFF Base	5,520.00	0.00	5,520.00	0.00	0.00	5,520.00
1000-1999: Certificated Personnel Salaries	Base	73,556.00	78,868.00	66,227.00	0.00	0.00	66,227.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	0.00	197,772.00	0.00	197,772.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration, LCFF Base	54,411.00	92,032.00	54,411.00	0.00	0.00	54,411.00
1000-1999: Certificated Personnel Salaries	LCFF, Title I	0.00	0.00	0.00	15,770.00	0.00	15,770.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	0.00	54,432.00	0.00	54,432.00
2000-2999: Classified Personnel Salaries	Base	22,186.00	12,473.00	22,186.00	0.00	0.00	22,186.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	0.00	11,520.00	0.00	11,520.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	500.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Base	38,144.00	35,945.00	35,004.00	0.00	0.00	35,004.00
3000-3999: Employee Benefits	LCFF	0.00	0.00	0.00	54,605.00	0.00	54,605.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration, LCFF Base	23,319.00	39,442.00	23,319.00	0.00	0.00	23,319.00
3000-3999: Employee Benefits	LCFF, Title I	0.00	0.00	0.00	3,942.00	0.00	3,942.00
3000-3999: Employee Benefits	Other	0.00	322.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	214.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Title I	0.00	0.00	0.00	14,386.00	0.00	14,386.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
5000-5999: Services And Other Operating Expenditures	Base	137,866.00	108,815.00	134,960.00	0.00	0.00	134,960.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	0.00	0.00	318,806.00	0.00	318,806.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration, LCFF Base	367,156.00	236,080.00	367,156.00	0.00	0.00	367,156.00
5000-5999: Services And Other Operating Expenditures	LCFF, Title II	0.00	0.00	0.00	57,872.00	0.00	57,872.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	300.00	2,604.00	300.00	0.00	0.00	300.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2017-18 Annual Update Budgeted**	**2017-18 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	541,518.00	452,098.00	541,518.00	416,944.00	0.00	958,462.00
Goal 2	173,102.00	76,103.00	169,495.00	122,088.00	0.00	291,583.00
Goal 3	22,802.00	79,094.00	13,034.00	190,073.00	0.00	203,107.00

* Totals based on expenditure amounts in goal and annual update sections.

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Secretary of State
State of California
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RESTATED
ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and the Secretary of Summit Public Schools, a California nonprofit public benefit corporation.

2. The Articles of Incorporation of this corporation are restated in their entirety to read as follows:

ARTICLE I

The name of the Corporation is: Summit Public Schools.

ARTICLE II

This Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

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

This Corporation is organized and operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these Articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

No substantial part of the activities of this Corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of, or in opposition to, any candidate for public office.

ARTICLE III

The property of this Corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of the organization shall ever inure to the benefit of any director, officer, or member thereof or to the benefit of private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II of these Articles of Incorporation.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation laws of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all powers shall be exercised by or under the direction of the board of directors.

ARTICLE IV

The number of directors shall be provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

ARTICLE V

The authorized number and qualifications of members of this Corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof shall be set forth in the bylaws.

ARTICLE VI

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of its debts and liabilities of the Corporation shall be distributed to a non-profit fund, foundation, or association which is operated exclusively for educational, public, or charitable purposes and which has established its tax exempt status under Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

3. The foregoing amendment of the Articles of Incorporation have been duly approved by the board of directors.

4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

DATE: 1/18/17

Diane Tavenner, President

DATE: 1/17/17

Blake Warner, Secretary

BYLAWS
OF
SUMMIT PUBLIC SCHOOLS

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Summit Public Schools.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 455 Fifth Avenue, Redwood City, State of California, or at any such location within the State of California as the Board of Directors shall designate. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The specific purposes of Summit Public Schools (hereinafter “Corporation”) are as follows: (1) to train, consult and advise public school teachers and administrators, and to support, operate, and provide administrative and other services to public schools; (2) to manage, operate, guide, direct and promote one or more California public charter schools (“Charter Schools”); and (3) for other charitable educational purposes as may occur from time to time. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This Corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter Schools’ charters. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The Corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the Corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in California for holding any meeting of members.

c. Borrow money and incur indebtedness on the Corporation's behalf and cause to be executed and delivered for the Corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

d. Adopt and use a corporate seal; prescribe the forms of membership certificates; and alter the forms of the seal and certificates.

Section 3. DESIGNATED DIRECTORS AND TERMS. The number of directors shall be no less than three (3) and no more than fifteen (15), unless changed by amendments to these bylaws. All directors shall be designated by the existing Board of Directors. All directors are to be designated at the Corporation's annual meeting of the

Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) year(s) and until a successor director has been designated and qualified.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the corporation. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS’ TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President may appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors, or may delegate these duties to the Governance Committee. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board’s authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting; and (e) termination of employment with the Charter Schools.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated by resolution of the Board of Directors or in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code).

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or the President, or the Secretary, or any two directors. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the voting directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the jurisdiction of any of the Charter Schools operated by the Corporation;;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may receive such compensation, if any, for their services as directors or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the Corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors, to serve at the pleasure of the Board.

Appointments to committees of the Board of Directors shall be by majority vote

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[1] This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

of the authorized number of directors of the Board of Directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;

b. Fill vacancies on the Board of Directors or any committee of the Board;

c. Fix compensation of the directors for serving on the Board of Directors or on any committee;

d. Amend or repeal bylaws or adopt new bylaws;

e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;

g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

h. Approve any contract or transaction to which the Corporation is a party and in which one or more of its directors has a material financial interest.

Section 25. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 26. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 27. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this Corporation shall be a President, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the President or the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this Corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. APPOINTMENT OF OTHER OFFICERS. The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. CHAIRMAN OF THE BOARD. If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the chief executive officer and shall have the powers and duties of the President of the corporation set forth in these bylaws. If a Chairman of the Board of Directors is elected, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time.

Section 9. PRESIDENT. Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board, and subject to President's contract of employment, the President shall be the general manager and Chief Executive Officer of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in The Summit Institute Conflict of Interest Policy have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This Corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this Corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This Corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;

b. Written minutes of the proceedings of the Board and committees of the Board; and

c. Such reports and records as required by law.

ARTICLE XV

INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the Corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This Corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the Directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent or reported to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The Corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The Corporation’s expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant’s report or, if none, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the Corporation’s books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the Corporation shall, within 120 days after the end of the Corporation’s fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an “interested person” had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an “interested person” is either:

    (1) Any director or officer of the Corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

    (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of any of the charters of the Charter Schools operated by the Corporation or make any provisions of these Bylaws inconsistent with those charters, the Corporation’s Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Summit Public Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 18 pages, are the bylaws of this Corporation as adopted by the Board of Directors on November 10, 2016; and that these bylaws have not been amended or modified since that date.

Executed on November 10, 2016 at Redwood City, California.

Blake Warner, Secretary

THE SUMMT INSTITUTE

CONFLICT OF INTEREST CODE

I. ADOPTION

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, et seq., the Summit Institute hereby adopts this Conflict of Interest Code ("Code"), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of The Summit Institute and Everest Public High School ("Charter School"), as specifically required by California Government Code Section 87300.

II. DEFINITION OF TERMS

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

III. DESIGNATED EMPLOYEES

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be "designated employees." The designated positions are listed in "Exhibit A" attached to this policy and incorporated by reference herein.

IV. STATEMENT OF ECONOMIC INTERESTS: FILING

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest ("Statement") at the time and manner prescribed below, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee's position is assigned in "Exhibit A."

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in "Exhibit B."

Statements Filed With The Summit Institute. All Statements shall be supplied by the Summit Institute. All Statements shall be filed with the Summit Institute. The Summit Institute's filing officer shall make and retain a copy of the Statement.

V. DISQUALIFICATION

No designated employee shall make, participate in making, or try to use his/her official position to influence any Summit Institute or Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

VI. MANNER OF DISQUALIFICATION

A. Non-Governing Board Member Designated Employees

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Summit Institute Chief Executive Officer, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

B. Governing Board Member Designated Employees

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

EXHIBIT A

Designated Positions

I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in "Exhibit B" (i.e., categories 1, 2, and 3).

A. Members of the Governing Board and their alternates (if applicable)
B. Candidates for Member of the Governing Board
C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
D. Executive Director of Charter School
E. Principal of Charter School
F. Assistant Principals
G. Chief Business Officer
H. Director Personnel Services
I. Assistant Director of Personnel Services
J. Consultants[1]

II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of "Exhibit B."

A. Purchasing Manager
B. Assistant Business Officer

III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of "Exhibit B."

A. Information Systems Technician
B. Contractor

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[1] The Summit Institute Chief Executive Officer may determine, in writing, that a particular consultant, although a "designated position," is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant's duties and, based upon that description, a statement of the extent of disclosure requirements. The Summit Institute's Chief Executive Officer determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

EXHIBIT B

Disclosure Categories

Category 1 Reporting:

A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

Category 2 Reporting:

A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include interests described in Category 1.

Category 3 Reporting:

A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or Charter School Executive Director. Investments include the interests described in C

SUMMIT PUBLIC SCHOOLS

Teacher - 2018/2019

Bay Area, CA

Who We Are:

What if all students graduated high school with not only content knowledge, but the habits and skills to successfully navigate college and career, with a sense of purpose to anchor them? This is the question at the core of Summit Public Schools. Summit is a leading charter management organization serving heterogeneous communities in the Bay Area and Washington state. We operate 11 schools serving over 3,600 students.

Are you looking for the opportunity to lead change? Do you want to help reimagine what schools should be? We put students in the driver's seat, empowering students with the skills and habits they need to be successful in college and life. **We need diverse, driven, and dynamic teachers to join our growing team to help realize our educational vision**.

The Summit Learning Environment:

Teaching at Summit is unlike teaching in a traditional environment. Our teachers know the individual strengths and growth areas for each student. We **empower students to own their learning**.

At Summit, **teachers are empowered to meet the needs of every student by teaching in a variety of ways**. They teach content knowledge via direct instruction to the entire class, small group workshops, 1:1 targeted interventions, and by supporting students as they work at their own pace using resources on the Summit Learning Platform.

Most of our teachers' time in the classroom is spent teaching **cognitive skills through real-world projects** - using their expertise to help students apply their knowledge to the world around them. In addition to leading content and projects, Summit teachers also **mentor students and help coach them** towards their personal goals.

By design, our schools are small communities where **every student is known.** Our schools are **intentionally heterogeneous** and reflect the diverse demographics of the communities they are a part of. As a teacher, this will require being culturally responsive and creating equitable learning pathways for all students.

We are committed to continual growth at Summit. **We prioritize developing leaders from within** and have invested in multiple career pathway programs for our teachers and school leaders. With dedicated days of professional development built into the academic year, we equip teachers with the tools necessary to improve their practice and tackle challenging issues.

What you'll do:

- A student school day is around 8-8:30am to 3-3:30pm, depending on the specific school. Teachers generally arrive around 30 minutes before school. [See sample teacher schedules here.]
- **Project Time:** Teach two to three 90-minute blocks per day of project time. Most teach one course for the entire grade (e.g. 9th Grade Biology), and see each section twice per week.
- **Interventions and Personalized Learning Time:** Facilitate daily literacy or math interventions and personalized learning time, which don't involve lesson planning. During this time teachers provide student support, monitor progress and check-in with individuals or groups of students.
- **Prep Time:** Between teaching blocks, you'll have prep time which includes meeting with your coach to develop as a teacher-leader, analyzing student data, building lesson plans, supporting school culture, and other personal development activities. Summit teachers plan by deeply understanding student progress through data and determining which group and individual supports are needed for their students to move forward on complex projects. This planning requires teachers to consider not only how students are integrating content information into their projects but also how they are applying cognitive skills (e.g. hypothesizing) that stretch across all content areas and the habits of success (e.g. perseverance) that allow them to prepare for the world beyond the classroom.
- **Mentor Time:** Meet daily with a mentor group of around 20 students for a quick check-in. One day a week, teachers meet for most of the day with their mentor groups, work on habits of success as a group, and check in one-on-one with their mentees. Mentors coach and advocate for their mentees both inside and outside of the classroom, get to know them deeply, and strive to support them as they develop their sense of purpose and become self-directed learners.
- **Professional Development:** Twice per week teachers have after-school meetings: community decisions are made, professional development takes place, and faculty collaborate as a grade-level or mentor team. Once per week, teachers offer office hours before or after school. On these days, most teachers leave around 5pm; other days, most teachers leave around 4pm.
- Occasionally, teachers will also participate in back to school nights, open houses, or other community events after school hours.

What you need:

- Commitment to **uphold Summit's values,** belief that all children deserve a rigorous and equitable education that prepares them for college and for life
- **Teaching Credential** in California or another US State (or a commitment to obtain a credential by completing an educator preparation program within 2 years of starting at Summit)
- **Bachelor's Degree** (a Master's Degree in Education is preferred but not required)
- Clear **health and background check**
- **Teaching experience** in your subject preferred but not required

Who you are:

- You maintain **high expectations** for all students and believe all students can find success in school, college, and life.
- You're deeply **dedicated to social justice** and feel motivated by the challenge and impact of teaching in a heterogenous community and working to close the achievement gap
- You **believe in every student**, and can maintain and reinforce Summit's graduated discipline process, recognizing that student growth in all areas—academic, behavioral and community—are an investment and part of the work
- You **lead learning experiences**, using a variety of methods: project-based learning, direct instruction, small group and individual tasks, formative and summative assessment, direct teacher feedback, public presentation, and more
- You're **passionate about serving as a mentor** and advocate for a group of students that you'll follow year to year
- You are **empathetic and culturally competent**. You design and implement social and emotional learning experiences in all courses, and you're open to having hard conversations
- You thrive in **innovative** environments, and are comfortable with the ambiguity that can come with a dynamic and progressive workplace
- You are a **leader**, and actively participate as a member of weekly faculty meetings
- You're **committed to continuous improvement**, see feedback as a positive, and have a growth mindset
- You **thrive while collaborating** and are excited to work with colleagues to maintain academic integrity of planned lessons and learning experiences for students. You find positivity in share successes
- You use **data** to track and provide updates on student achievement to faculty, directors and families
- You're **excited to learn Summit's technology platforms** that organize instructional materials and data

What you get:

Summit offers competitive salaries and benefit options, including covering 75% of the health, dental and vision plan costs. We fully cover life and disability insurance. We have a "take what you need" PTO policy, 11 paid holidays, 4 weeks of vacation during the year, and a summer break. We value our teachers' Summit experience, offering stipends for teachers who have been with us for three or more years and helping teachers grow with us through designated time for paid professional development and regular coaching.

We strive to recruit a diverse team. Summit Public Schools is an equal opportunity employer and does not discriminate against any employee or applicant on the basis of race, color, ethnicity, national origin, religion, gender, gender identity and/or expression, sexual orientation, disability, age, marital status, military status, pregnancy, parenthood, citizenship status, creed, or any other characteristic protected by federal, state or local law. Summit will provide reasonable accommodations for qualified individuals with disabilities.

People from all diverse backgrounds are strongly encouraged to apply. Spanish language proficiency is a plus.

SUMMIT PUBLIC SCHOOLS

Executive Director - 2018/2019

The **Executive Director** is in charge of ensuring that the mission and vision of the school is implemented effectively, ensuring that academic programs accelerate positive outcomes for all students.

The Executive Director is responsible for overseeing all aspects of running a school. This includes providing instructional leadership to faculty, managing the on-site operations and administrative duties, supporting student enrollment, and cultivating a strong school culture. The Executive Director will also foster relationships with key internal and external stakeholders to meet budgetary, academic, and talent goals.

The ideal candidate is an experienced school leader and educator with an expertise in running successful school environments, coaching teams of faculty and staff, and meeting student outcomes. Familiarity with Summit Learning or personalized learning is strongly preferred.

Who We Are:

What if all students graduated high school with not only content knowledge, but the habits and skills to successfully navigate college and career, with a sense of purpose to anchor them? This is the question at the core of Summit Public Schools. Summit is a public school system serving heterogeneous communities in the Bay Area and Washington State and operate 11 schools serving over 3,600 students.

We share our personalized approach to teaching and learning for free through Summit Learning, with more than 330 partner schools across the country. Summit Learning forms the foundation on which Summit's successful schools were built, with our schools consistently ranking among the best in the nation.

Are you looking for the opportunity to lead change? Do you want to help reimagine what schools should be? We put students in the driver's seat and empower them with the skills and habits they need to be successful in college and life. We need diverse, driven, and dynamic talent to join our growing team to help realize our educational vision.

What You'll Do:

Strategic Vision

- Create a school-based vision that aligns with Summit Public Schools' mission, which includes clearly articulated goals and measures of success. Lead all internal and external stakeholders to implement this vision effectively. Refine and adjust the vision as necessary throughout the academic year.
- Meet regularly with students, parents, and faculty to communicate and inspire them around mission and vision.
- Ensure that academic programs accelerate outcomes for all students - this includes supporting strong instructional leadership, facilitating leadership team meetings with faculty and staff, and providing professional development and coaching.

Data Management & Student Academics

- Create a school design and program that regularly collects and analyzes data to best improve student outcomes.
    - This includes implementing a training system and fostering a culture where faculty regularly utilize classroom data to improve their teaching practices and support student success.
- Ensure all data is accurate in the student information system.
    - This includes maintaining student records in accordance with all federal, state, and local guidelines.
- Design, implement and manage a testing plan that includes both external (eg. SATs) and internal tests (eg. CSTs) to meet all test ordering deadlines and guidelines.
    - This includes following all testing protocols, training all proctors appropriately, collaborating with Special Education teachers to provide any testing accommodations, and fostering a culture that respects the importance of standardized tests.
- Ensure that all courses offered are approved through the UC system
    - Design, implement and manage a UC course approval plan
        - Stay up to date with changes made to the UC course approval process
        - Oversee the execution of the plan by the assistant director

Recruitment and Retention

- Ensure that the school is fully enrolled. Develop and execute a vision for student recruitment and enrollment through collaboration with other site-based school leadership, the external engagement team, and other relevant stakeholders.
- Collaborate with the talent team, other school leaders, and Heads of Schools to interview, assess, and select the best faculty and staff.
    - This includes utilization of culturally responsive rubrics and tools to conduct final round interviews with candidates to assess pedagogical effectiveness, academic performance, and alignment with Summit Public Schools' mission.
- Coach and support faculty and staff to ensure professional progression and growth.
    - This includes meeting with each teacher to develop goals and monitor progress; and observing, evaluating, and providing timely feedback during teacher observations.
    - Support people in finding additional opportunities for development by advocating for them internally and for identifying external opportunities that support their growth and retention at Summit Public Schools.
- Ensure a strong faculty culture that embraces the vision and meets the mission of the school
    - Lead the new-hires through a school-specific on-boarding program that ensures they completely understand the mission and vision of the school and the organization

School Culture

- Lead all faculty, staff, students, and parents to support a strong school culture that embraces the mission and vision of the school; provides an engaging an engaging and supportive environment; and develops effective strategies to inspire students to implement student culture goals.
- Ensure a positive student experience with extracurricular activities, including opportunities for athletic teams, student clubs and groups, and other related school events.
- Develop and implement an effective discipline strategy for students.

Relationship Management

- Cultivate strong relationships with internal and external stakeholders - this includes all school governing bodies (SPS board, state authorizer, district authorizer, local school district authorizer, and community advisory board); community partnerships; and student families.
    - Ensure requirements with school governing bodies are met according to charter petition.
- Attend SPS Board meetings at least twice a year.
- Develop and maintain a strong relationship with community partners.

School Operations

- Ensure that the school is accredited through WASC.
    - This includes designing, implementing, and managing a WASC plan; and create and review school-wide ESLRS; and positioning WASC as an opportunity to use data to evaluate school effectiveness.
- Create and maintain a balanced budget in conjunction with the Chief Financial Officer, both for the existing year and for future years. Meet with the CFO regularly to forecast, monitor, and manage school budget that will maintain financial viability.
- Participate in audits of financial procedures to meet best financial practices.
- Ensure that faculty and staff understand rationale and importance of working on the state allocation budget, and that all team members are abiding by financial requirements set by the SPS finance and accounting department. Authorize all spending by signing expense reports and reviewing approving bills and all contracts.
- Create appropriate annual fundraising goals and strategies; meet with the development team to regularly assess progress and design initiatives to meet measures of success.
- Support on-site operations and administrative staff to ensure that school facility is operational at all times.
    - Design, implement, and manage a student attendance plan.
    - Collaborate with office manager to design a welcoming and supportive front-desk.
    - Collaborate with staff members responsible for the school's lunch program and ensure that every student eligible for free and reduced lunch is identified and submits the required paperwork.
    - Ensure that all federal, state and local compliance requirements are met (PCSGP, CPR training, SB 740, PENSEC, CALPADS, CBEDs, etc.).

What You Need:

Key Qualities and Skills

- Commitment to **uphold Summit's values**, belief that all children deserve a rigorous and equitable education that prepares them for college and for life.
- **Bachelor's Degree** is required.
- A **Master's Degree in Education, Educational Leadership, or similar program** is required.
- **Prior experience in school leadership** is required.
- A **Teaching Credential** in California or another US state is required, as is **prior teaching experience**.
- An **Administrative Credential** in California or another US State is required.
- **Proficiency** in Google Platforms, including Google Drive, Google Sheets, Google Docs, and Google Slides.
- Clear **health and background check**.

Who You Are:

About You

- You maintain **high expectations** for all students and believe all students can find success in school, college, and life.
- You **thrive while collaborating** and are excited to work with your colleagues. You find positivity in share successes.
- You're deeply **dedicated to social justice** and feel motivated by the challenge and impact of working in a heterogenous community and closing the achievement gap.
- You **share our vision** to reimagine what schools should be and are excited to make an impact on the public education landscape.
- You are **data driven** and have the ability to collect, evaluate, and utilize data in meaningful ways.
- You have **expertise in planning learning experiences** that model skills-based, personalized instruction.
- You are **positive and resilient** in the face of big challenges.
- You take **initiative and ownership** in driving your work to meet personal and team goals.
- You possess **strong people management and relationship** skills, with the ability to motivate, inspire, develop, and communicate with a diverse group of teachers, leaders, staff members, and community members.
- You have an ability to apply **honest, actionable, and timely feedback** that results in improved performance.
- You have a **strategic mindset** when it comes to executing professional development initiatives.
- You are **empathetic and culturally competent**. You're open to having hard conversations.
- You thrive in **innovative** environments, and are comfortable with the ambiguity that can come with a dynamic and progressive workplace.
- You're **committed to continuous improvement**, see feedback as a positive, and have a growth mindset.

What you get:

Summit offers competitive salaries and benefit options for full-time employees, including covering 75% of the health, dental and vision plan costs. We fully cover life and disability insurance. We have a "take what you need" PTO policy, 11 paid holidays and 3 weeks of organizational-wide closure during the year.

We strive to recruit a diverse team. Summit Public Schools is an equal opportunity employer and does not discriminate against any employee or applicant on the basis of race, color, ethnicity, national origin, religion, gender, gender identity and/or expression, sexual orientation, disability, age, marital status, military status, pregnancy, parenthood, citizenship status, creed, or any other characteristic protected by federal, state or local law. Summit will provide reasonable accommodations for qualified individuals with disabilities.

People from all diverse backgrounds are strongly encouraged to apply. Spanish language proficiency is a plus.

School Site Safety Plan
Summit Public School: K2

Revised 7/18/18

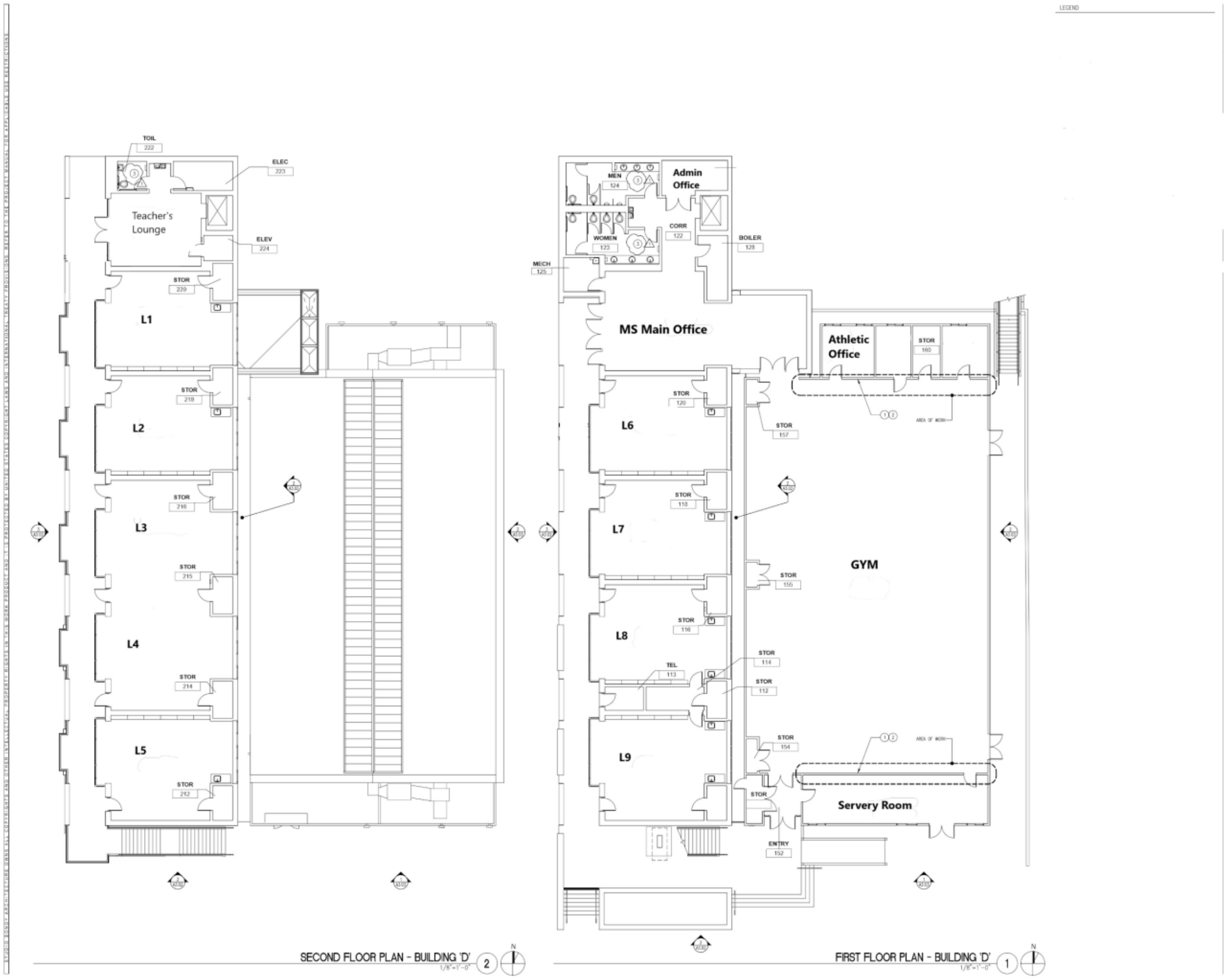
IMPORTANT INFORMATION – EMERGENCY CONTACT PHONE NUMBERS

Police / Fire / Ambulance	911
City Police Department (non-emergency)	(510)215-4400
Fire Department (non-emergency)	(510)215-4450
West Contra Costa 24-hr crisis line	(800)-273-8255
School District Office	(510)-231-1100
American Red Cross	(510)307-4400
PG&E	(800)743-5000
City Public Works (water maintenance and repair)	(510)215-4369
Child Protective Services	(877)881-1116
Mental Health:Contra Costa Crisis Center And National Suicide Hotlines	1-800-833-2900 (925) 646-5480 1-800-273-8255 Spanish: 1-877-784-2432
Hospitals West County Health Center, 13601 San Pablo Ave · AND Kaiser Permanente Medical Center, 901 Nevin Ave ·	(510) 231-9400 AND (510) 307-1500
Sean McClung, Sr. Director of Schools	650-863-5955
Dan Fuchs, Summit Director of Operations	(203)918-6703
Shilpa Duvoor, Executive Director	(646)462-1769
Nayeli Hernandez, Operations Manager	(415) 497-2391

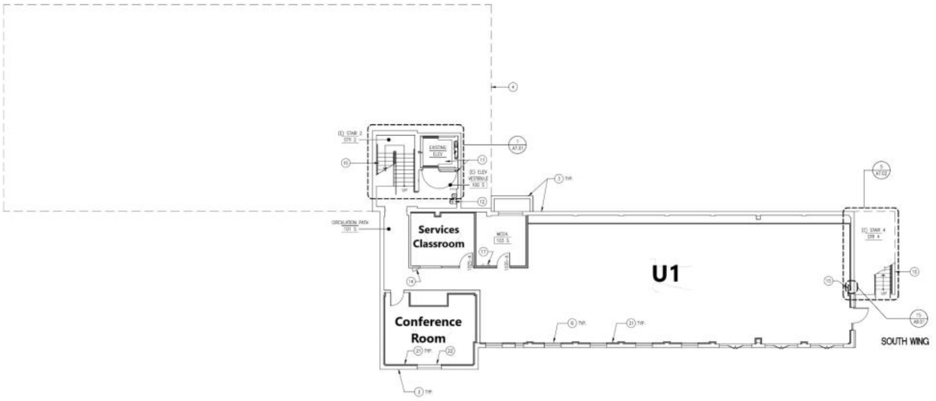
Table of Contents:

I.School Site Map / Floorplan

Middle School Floor Plan



High School Floor Plans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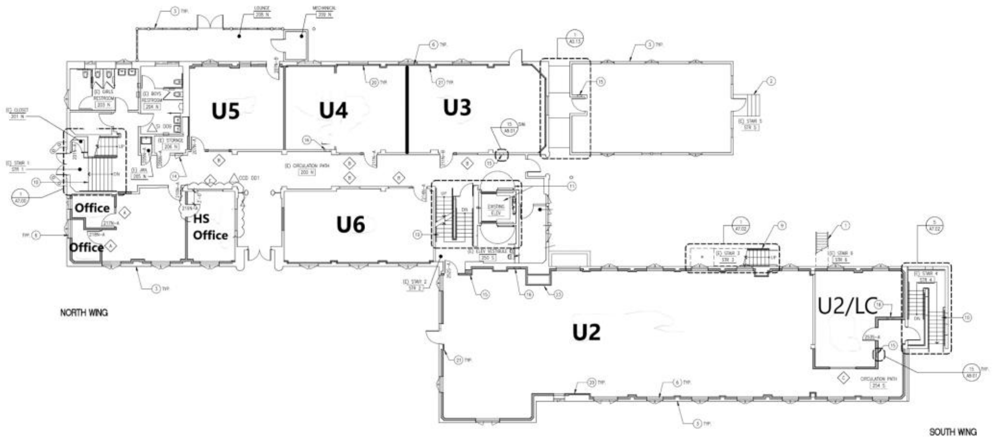
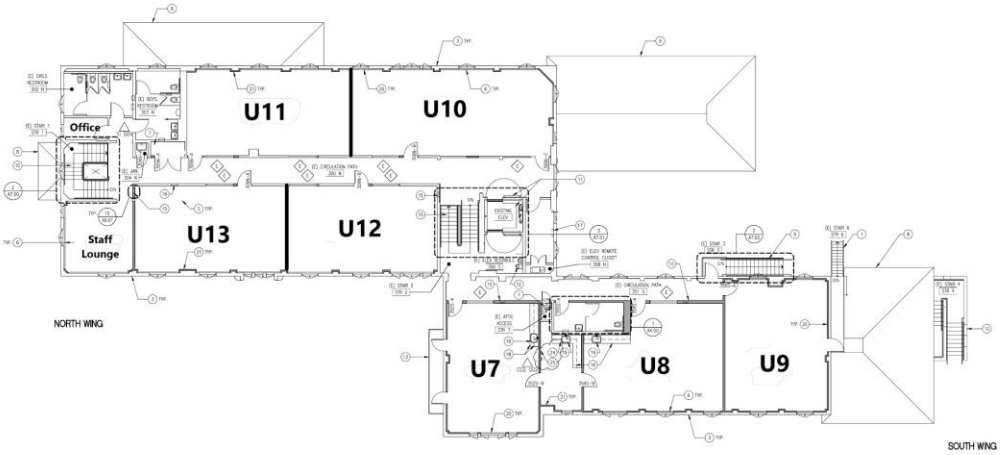
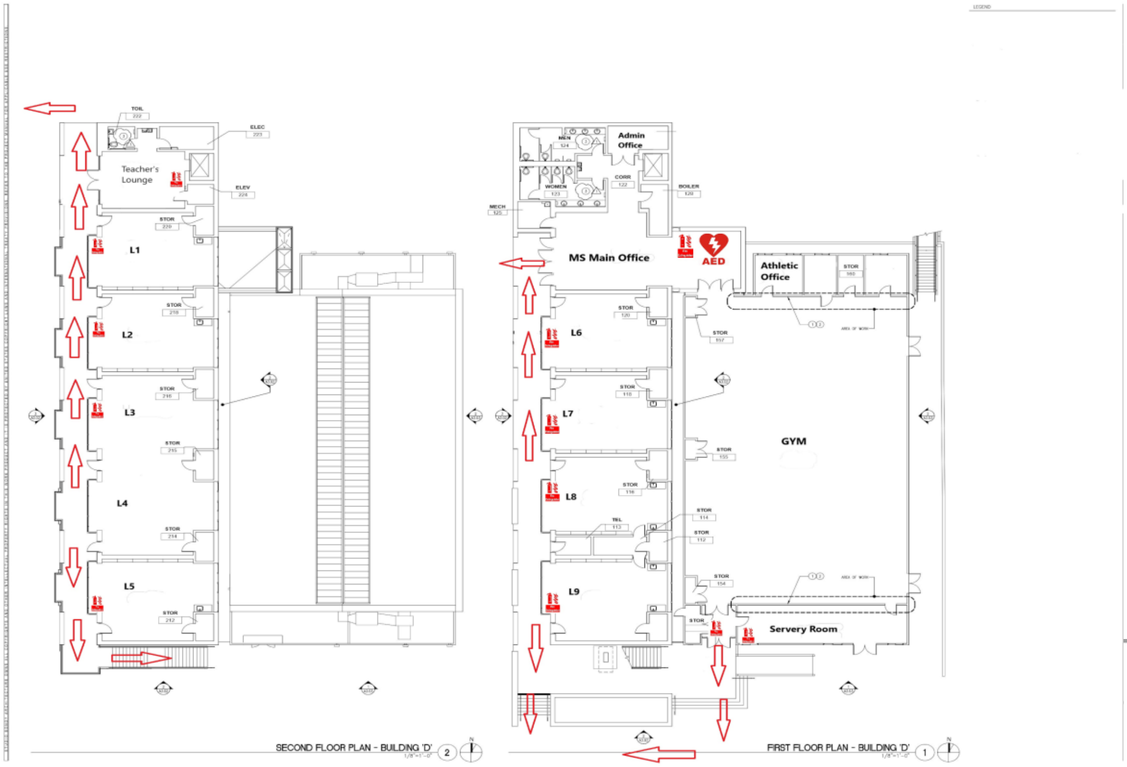
U1
Conference Room
SOUTH WING


U5
U4
U3
Office
Office
HS Office
U6
NORTH WING
U2
U2/LC
SOUTH WING



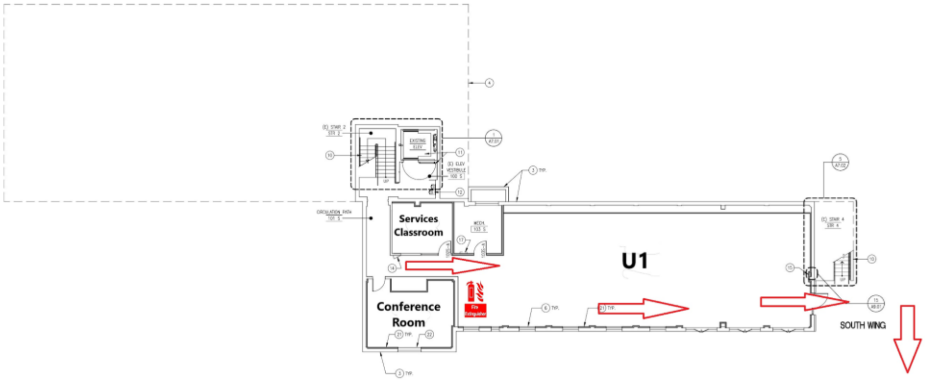
II.Evacuation Routes

Middle School Evacuation Routes

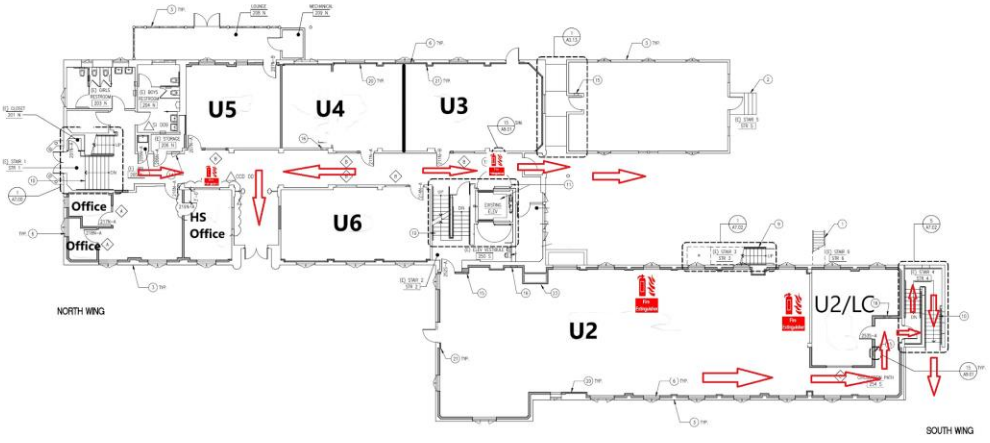


High School Building Evacuation Routes

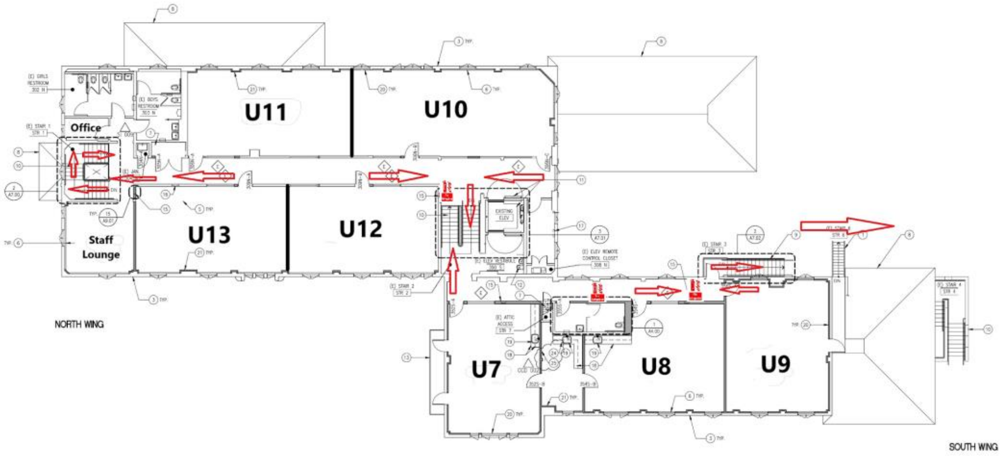
First Floor Evacuation Route



Second Floor Evacuation Route



Third Floor Evacuation Route


Office
Staff Lounge
U11
U10
U13
U12
U7
U8
U9
NORTH WING
SOUTH WING

III.Disaster Preparation

Instructions for Drills

1.Earthquakes

1. Determine who will be assigned to the Emergency Response Teams**.** Direct each team to complete their team's responsibilities.
2. Prepare a color-coded utility map of the school site. (electric: red, gas, oil, steam: yellow, communication: orange, water: blue, sewer: green).
3. Paint utilities on building the colors depicted on the utility map.
4. Conduct "Duck-Cover-Hold" and the “assemble at meeting place” earthquake drills once per semester at the secondary school level.
5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.
6. Prepare and inventory earthquake supplies for school site
7. Determine who will have access to the earthquake storage supplies.
8. Issue keys to the individuals responsible for the Search and Rescue Teams, the
9. Security/Damage Assessment Team and your designee in the event of your absence.

2. Fire Drills

1. Prepare fire drill map of school site.
2. Conduct fire drills quarterly at the secondary school level.
3. Obtain fire extinguisher training for self and staff.
4. Know number and locations of fire extinguishers. Check them monthly/have them serviced annually.

3. Lockdown/Active Shooter Drills

1. Equip each door with working lock
2. Install and/or inspect campus communication system, e.g., PA, walkie talkies
3. Install and/or inspect window coverings
4. Conduct drill once annually

Drill Frequency Requirements

Requirements vary by state and grade.
Summit K2 Drill Dates during the SY 19

Type	**CA**	
	HS	**MS**
Fire	08/30/2018 and 04/09/2019	8/22, 09/27,10/18, 11/28, 12/18, 01/30, 02/13, 03/05 (tbd), 04/25, 05/08

Earthquake	08/30/2018 and 04/09/2019	9/27/2018 and 02/13/2019
Active Shooter/Lockdown	01/31/2019	01/31/2019
Shelter-in-place	N/A	N/A

IV.Disaster Response Procedures

A.Earthquakes

During an Earthquake

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD".
    - DROP to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
    - COVER under or near desks, tables, or chairs in a kneeling or sitting position.
    - HOLD onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes.
- In halls, stairways, or other areas where cover is not available, move to an interior wall.
- In library, immediately move away from windows and bookshelves. Take appropriate cover.
- In laboratories, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals, which may spill.
- In the multi-use room, take cover under the tables or move close to the interior walls away from windows.
- School staff should check for injuries and assess the general safety of the room.

If outdoors:

- Move to an open space, away from buildings, trees and overhead power lines.
- Lie down or crouch low to the ground (legs will not be steady). Put your head down and cover the back of your neck with your hands.
- Keep looking around to be aware of dangers, which may demand movement.
- Do not enter buildings until it is safe to do so.
- School staff should check for injuries

NOTE:

- Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.
- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use a whistle and phone to call for help.

- Teachers should be organized in a "Buddy System". If one teacher is injured, the buddy teacher (the teacher next door) should evacuate both classes according to the earthquake evacuation procedure.

After an Earthquake:

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building, which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark. Before evacuating students, do the following:
- Assess the situation. Coordinate with your Buddy teacher.
- Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with other staff to have them cleared of dangers.
- Determine if the assembly site is safe. If not, select an alternative assembly site.
- If wires are down, they should be avoided.
- Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Don't forget to consider students with disabilities as you determine your evacuation routes. [list of students and staff with any disabilities and how they can be accommodated during evacuations]

After you have determined it is safe to do so, proceed with the evacuation of the school building.

Evacuation of School Building:

1. Faculty will evacuate students from the building (see Evacuation Map/Route).
    - Take class roster and assure that all students are accounted for.
    - Take the emergency bag(s).
    - If safe to do so, check to be sure all students have left the school building.

2. Students are not to be left unattended at any time during evacuation process.

3. School staff should remain with their students and help to calm them

4. Upon arrival at prearranged safe site (according to the evacuation map), take roll and report attendance to Executive Director/designee immediately.

5. Notify police and fire (dial 911) if you have trapped, missing and injured individuals.
    - Staff should provide appropriate care to any injured students.

6. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify director/designee of actions.

7. Notify utility companies of any break or suspected break in utility lines.

8. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the director/designee.

8. Students should be released only to authorized adults during normal school hours. Fill out student release forms for each student allowed to leave during normal school hours.

9. If it is determined school buildings are safe to re-enter (by the school director), school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.

Emergency Bag - Supply List Needed

Recommended Emergency Supplies: The following lists address classroom kits, supplies for the whole school and Search & Rescue gear recommended by American Red Cross.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheelchairs)

B.Fire

Fire on School Campus

Operations Manager will:
1. Call 9-1-1
2. Activate fire alarm
3. Notify the school Executive Director & Deans

Faculty will:
1. Supervise evacuation according to the Emergency Evacuation Plan posted at every classroom
2. Close doors upon evacuating
3. Take attendance clipboards and take roll at evacuation meeting point,
4. Report missing students to the Operations Manager
5. Report ALL students present and accounted for to Operations Manager

Office Assistant will:
1. Open necessary gates for emergency vehicles.
2. Re-occupy buildings when ordered to do so by Fire Department.

Fire Adjacent to School

Operations Manager will:
1. Call 9-1-1
2. Activate the fire alarm
3. Notify the Executive Director and Deans
4. Evacuation only if instructed by 911 operator
5. Re-occupy buildings when ordered to do so by Fire Department

Note: THE (SCHOOL) OPERATIONS MANAGER MUST HAVE EVERYONE ACCOUNTED FOR AFTER EVACUATION AND UPON RETURNING TO CAMPUS

C.Threatening Individuals

Active Shooter

8 Step Active Shooter Drill**:**
1. Identify the Threat
2. Send Out the Signal
3. Bring Students Inside
4. Lock the Doors
5. Block Windows
6. Stay Down – Stay Quiet

7. Sound the “All Clear”
8. Prepare in Advance

1.Identify the Threat

- Type, location & probability will all vary
- Empower any teacher to identify the threat & begin the process immediately
- Some debate on how to decide if a lockdown is warranted: experts also disagree on who makes the decision
- Summit recommendation – we trust our teachers. The average active shooter incident lasts 12 minutes. 40% of fatal incidents last less than 5 minutes. There is unlikely to be time to find an administrator.
- A teacher calls a lockdown prematurely. The worst that can happen? The school has a good drill and is prepared.

2. Send Out the Signal

- Speak loud and clear over the PA system.
- For schools with no PA system, use the bullhorn kept at the front desk. If shooter is in that location, shout signal loudly.
- LOCKDOWN…..pause…….LOCKDOWN…….pause……..LOCKDOWN.
- Repeat three times loudly and slowly
- The person who calls LOCKDOWN then needs to call 911 immediately, this person will stay on the line with 911.
- Make sure word gets out after this – by group text to teachers. Operations Manager and School Leaders have a group text [with all their faculty numbers] programmed into their phones.
- Ensure there is a designated teacher on each floor that is in charge of shouting, “lockdown, lockdown, we are on a lockdown.” This teacher will then ensure all doors are lock, then lock themselves in with the last classroom checked.

3. Bring Students Inside

- If class is in session, all students must remain inside.
- If students are out for break, lunch, or it’s before or after school, students should run to the nearest classroom.
- All students should be in a locked room, with a Summit adult, within 60 seconds of the signal.
- Speed - and locked doors - are much more important than order.

4. Lock the Doors

- **This is one of the two most important factors in buying time, which is itself the biggest factor on mortality rates.**
- Recommendation #1: New keys with new locks on all doors. At every school site. Every faculty member AND every member of SPS has that key.
- Recommendation #2: Add an internal latch to every classroom door. Place rubber or wooden wedges in each classroom.

- Consider a 2x4 in each room that could be propped against the door handle.

5. Block Windows

- Perform where possible immediately.
- Keep blankets rolled up above windows, drop them down to create “blinds”
- Herd students into hiding places and find the ‘blind spots’ from windows.
- Pre-plan where students will be inside the room, during lockdown.

6. Stay Down, Stay Quiet

- Get students to switch phones to silent immediately.
- No conversation in the room, at all.
- Students should remain in place, no movement, using as little space as possible.
- At minimum, remain immobile under desks and behind chairs.
- Work with local police on assessment of best hiding places. They will bring in SWAT experts.

7. Sound the All Clear

- The all-clear must be specific and precise.
- Should be performed by the Executive Director or the Assistant Director. Only if they are both injured, another teacher should perform.
- Signal is: ALL CLEAR……..pause…..ALL CLEAR……pause…..ALL CLEAR.
- Any other signal should be ignored and students/teachers should remain in place.
- Coordinate with local police dept., so they know this code and procedure.

8. Prepare in Advance

- Experts agree that practice is critical – in emergency situations, people mostly revert to whatever they have been trained to do.
- Local police are normally very happy to assist with training, and to practice on-site responses at weekends

- Preparation is key; as is keeping it simple. Quick, automatic reactions can save lives.

D. Bomb Threat

There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through the sighting of a suspicious object.

Threats should be handled quickly and efficiently as if they were real and life threatening. Danger may be imminent. Emergency responders need as much for warning as possible.

In all cases:

1. Notify Executive Director immediately.
2. Immediately notify law enforcement via 911. Never use alternate numbers to contact law enforcement as a bomb threat is considered a “crime in progress”.
3. Caution students/staff against picking up or touching any strange objects or packages.
4. **NEVER use devices that transmit radio frequencies such as cellular phones or walkie-talkies** as the frequencies may set off an explosive device(s): remind everyone of this.
5. If the Executive Director determines the need to evacuate, staff follows emergency procedures previously described.
6. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be evacuated.
7. Evacuate building using primary and alternate routes. Take emergency bags. Check to be sure all students have left the building.
8. Upon arrival at the designated safe site, take roll. Notify the Executive Director/designee and emergency response personnel of any missing students.
9. Do not return to the building until emergency response officials determine it is safe. However, authorities may ask a staff member to accompany emergency responders to assist in pointing out any suspicious/unfamiliar objects or packages.

Written form or Phone Call: ***Follow all procedures above AND:***	**Sighting of a suspicious object:** ***Follow all procedures above AND:***
1. **Letter:** Note the manner in which it was delivered, who found it and where it was found. Take care while handling the message by	1. Do not touch the object but note any identifying features to describe it to the ED and emergency crews.

immediately placing it in an envelope so that possible fingerprints may be detected. 2. **Telephone Call:** keep the caller on the line. Delay the caller with statements such as "I am sorry, I did not understand you. What did you say?" Note the time the call was received & background noises ● If the caller is still on the phone, call the phone company to trace the call. Try to obtain information from the caller: ● Location of bomb ● Where is it set to explode ● What does it look like ● What kind of bomb is it? ● Why is bomb there? ● Who is the caller? ● Any identifying features about the caller (i.e. gender, speech patterns).	2. If you see any suspicious object, steer clear of it and report it to the ED and/or emergency responders. Follow the directives of all emergency responders. 4. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

*****See Appendix D for Sample Messaging of Bomb Threat*****

E. Explosion

Immediately after an explosion:

1. Instruct students to duck and cover. Call 911
2. Immediately alert people near the area of the explosion and evacuate the area.
3. Bring class rosters and evacuation route maps with you.
4. If the automatic fire alarm has not been activated, activate the building fire alarm system by pulling the handle on a manual pull station.
5. When you have arrived to the designated area of evacuation take roll and immediately notify your Executive Director of any missing students.
6. Take care of any wounds or injuries
7. Notify Operations Manager and any emergency personnel about the students or staff members that are missing.

If students are indoors:

1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. **Be familiar with possible areas of indoor cover at your school site ahead of time.**
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If students are outdoors:

1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. **Be familiar with those possible areas of outdoor cover at your school site ahead of time.**
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

F. Chemical Accident

The major threat from this kind of situation is toxic fumes and/or contact with skin.

How do you know if a school spill constitutes an emergency?

Understanding the materials that you work with is the best way to avoid an incident and to respond appropriately when a product is spilled.

Small Spills: Incidents may result from the improper handling or storage of hazardous materials or accidental spill of school chemicals at the school site. If the spill presents no hazard to occupants, small spills may be contained and cleaned by site/school personnel that are familiar with the hazards and properties of the material spilled. Proper Personal Protective Equipment (PPE) should be worn whenever handling spilled materials (the type of personal protection varies depending on the material, but should always include appropriate hand and eye protection).

- Response Guidelines:
    1. Evacuate the immediate area and inform others that you will be cleaning a spill
    2. Wash off any materials that have spilled on you or others, unless otherwise indicated on the SDS.
    3. Rinse affected area for a minimum of 15 minutes and remove all affected clothing
    4. Put on appropriate gloves and protective eyewear
    5. Locate spill kit or spill clean-up materials appropriate for the material spilled
    6. Place spill debris (including absorbents, etc.) into a container compatible with the product spilled and securely close the container
    7. Do not directly handle broken glass associated with the spill.
    8. Use brush and dustpan and place broken glass into puncture resistant container such as a stiff cardboard box (unless material spilled reacts with organic materials), sturdy plastic, or in-tact glass vessel that can be closed and will not leak
    9. Label and store container of debris along with other compatible waste until ready for pick up by Environmental Services
    10. Dispose of gloves and thoroughly wash hands

Large Spills: Incidents can occur when trucks, trains, or pipelines are damaged resulting in the release/spill of chemicals at or near the school site. Seek assistance (ESD - Environmental Services Department) for clean-up of toxic materials, oxidizers, shock sensitive chemicals, air or water reactives, or most spills greater than a pint. Seek assistance whenever you are unfamiliar with the properties of the material spilled.

- Response Guidelines:
    1. Immediately evacuate the area
    2. Call 911 if the spill presents a hazard

3. Wash off affected body parts in emergency shower and remove any contaminated clothing
    a. Wash affected body parts for a minimum of 15 to 20 minutes using tepid water (if affected, hold eyes open over eyewash for 15 minutes)
    b. Seek follow-up medical attention (provide a copy of the SDS - Safety Data Sheet for the medical care provider)
4. Seek immediate medical attention for students or personnel that may have ingested material or received a cut from contaminated media
5. If safe to do so, cover or berm-off potentially affected drains
6. Shut down air handler as appropriate
7. Secure and restrict access to affected room and surrounding affected area
8. Do not allow re-entry by untrained personnel
9. Provide response personnel with information about the spill:
    a. Product name and/or chemical formula and CAS number
    b. SDS (Safety Data Sheet)
    c. Amount spilled
    d. When and where spill occurred
    e. Length of time release occurred (if released from equipment)
    f. Names of affected people (those potentially exposed) and contact information
    g. Actions taken upon discovery

General Chemical Emergency Procedures:

- **Building Evacuation:** If a decision is made to evacuate, use the appropriate evacuation procedures.
    1. Indicate the location of the hazard.
    2. Evacuate students away from the location of the chemical problem.
    3. Move everyone uphill/upwind from the situation. Wind and water can quickly transport hazardous materials.
- **Shelter:** If the decision is made to Shelter-in-Place.
    1. Assemble in designated Areas-of-Refuge that will provide temporary and relatively safe shelter from the hazardous material(s)
    2. Consider shutting down the building air handling system.

G. Air Pollution & Gas Leaks

Air Pollution

1. Have a record on hand of any staff members or students who have any respiratory health issues.
2. Be in close contact with district office or be in the look out for any smog advisories.
3. Immediately notify those staff members or students with respiratory health issues to stay in doors and minimize any strenuous activities for the day.
4. If the decision is made to Shelter-in-Place:
    a. Consider shutting down the building air handling system.
    b. Assemble in designated Areas-of-Refuge that will provide temporary and relatively safe shelter from the hazardous material(s).

Gas Leak

The person detecting the odor of natural gas will:

1. Notify the Operations Manager and Executive Director
2. Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).

The Operations Manager will:

1. Immediately call 9-1-1 and notify the Fire Department, providing:
    a. building address,
    b. site name,
    c. description of the odor,
    d. and location of the odor.
2. If ordered to do so, evacuate the building.
3. If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the Fire Department.
4. Notify Pacific Gas & Electric (PG&E) at 1-800-468-4743
5. Notify Summit's Facilities/Real Estate Team

V. Emergency Response Teams

A. Staff Instructions

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from the Executive Director/Deans and seek technical assistance from State and Federal agencies and industry where appropriate.

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parent or designated guardian. Documentation is a key element for all team activity. These teams should be set up at the beginning of the school year to ensure the readiness of the school site to respond to a major earthquake. REMEMBER: BE PREPARED TO BE ISOLATED FOR 72 HOURS.

B. Roles & Responsibilities

Executive Director / Deans
● Calls and communicates with emergency agencies (e.g. fire and police departments) ● Works with emergency services personnel and keeps officials informed of the situation. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.) ● Responsible for Initial sweep of corridors, auditorium, bathrooms, and outdoor areas for students ● Leads and provides First Aid ● Coordinates faculty search and rescue teams ● Takes steps deemed necessary to ensure the safety of students, staff, and other individuals. ● Determines whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.) ● Arranges for transfer of students, staff, and other individuals when safety is threatened by a disaster. ● Determines when it is safe to re-enter school (ends drills) ● Assumes overall direction of all incident management procedures based on actions and procedures.

Operations Manager / Office Assistant

- Responsible for Initial sweep of corridors, auditorium, bathrooms, and outdoor areas for students
- Brings emergency contact info and records to designated emergency meeting area
- Takes first-aid kit to “safe” area and organize first aid and medical supplies.
- Provides/administers first aid or emergency treatment as needed
- Assists with health incidents as needed, acting as messengers, etc.
- Coordinates initial head count with attendance
- Manages and tracks the dismissal of students (keep records)
- Ensures that all power, fuel, and water mains have been shut off
- Answers phones and assists in receiving and providing consistent information to callers
- Executes assignments as directed by Executive Director/Deans

Teachers

- Evacuate classroom along the predetermined or safest route to “safe” area
    - Teachers on prep: help with initial sweep of building.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warnings, written notifications coming from Executive Director/Deans
- Supervise students under their charge
- Give appropriate actions command during an incident
- Take attendance when class is relocated to an outside or inside assembly area or evacuates to another location
- Communicate attendance with Executive Director and Operations Manager
- Obtain first aid services for injured students and notify Operations Manager
- Execute assignments as directed by Executive Director/ Deans

VI. Use of School Grounds for Public Welfare

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. The school shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

What Shelter-in-Place Means
In an emergency, local officials may tell the public to seek safe shelter or "shelter-in-place." Shelter-in-place means to stay inside or go in the nearest building when a disaster strikes. It is a way to stay as safe as possible until the emergency is over where hazardous materials may have been released into the atmosphere is to shelter-in-place. This is a precaution aimed to keep you safe while remaining indoors. (This is not the same things as going to a shelter in case of a storm.). Shelter-in-place means selecting a small, interior room, with no or few windows and taking refuge there. It does not mean sealing off your entire school. If you are told to shelter-in-place, follow the instructions below.

Why You Might Need to Shelter-in-Place
Chemical, biological or radiological contaminants may be released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect students and staff. Because the information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday. The important thing is to follow instructions of local authorities and know what to do if they advise you to shelter-in-place.

How to Shelter-in-Place at School

- Close the school. Activate the school's emergency plan. Follow reverse evacuation procedures to bring students, faculty and staff indoors.
- If there are visitors in the building, provide for their safety by asking them to stay – not leave. When authorities provide directions to shelter-in-place, they want everyone to take those steps immediately, where they are, and not drive or walk outdoors.
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Ideally, provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.

- If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave.
- Provide directions to close and lock all windows, exterior doors and any other openings to the outside.
- If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.
- Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first aid supplies, flashlights, batteries, duct tape, plastic sheeting and plastic garbage bags.
- Select interior rooms, above the ground floor, with the fewest windows or vents. The rooms should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or if the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms and even a gymnasium without exterior windows will work well.
- It is ideal to have a hard-wired telephone in the rooms you select. Call emergency contacts and have the phone available if you need to report a life-threatening condition. Keep in mind that cellular telephone equipment may be overwhelmed or damaged during an emergency.
- Bring everyone into the room. Shut and lock the door.
- Use duct tape and plastic sheeting (heavier than food wrap) to seal all cracks around doors and any vents into the room.
- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Listen for an official announcement from school officials via the public address system, and stay where you are until you are told all is safe or you are told to evacuate. Local officials may call for evacuation in specific areas at greatest risk in your community.

Local officials on the scene are the best source of information for your particular situation. Following their instructions during and after emergencies regarding sheltering, food, water and clean up methods is your safest choice.

Remember that instructions to shelter-in-place are usually provided for durations of a few hours, not days or weeks. There is little danger that the room in which you are taking shelter will run out of oxygen and you will suffocate.

VII. Assessment of Current Status of School Crime & Safety Needs

Ensuring sites are safe, and stay safe over the year, is critical to providing a healthy learning environment for students and staff. To ensure ongoing safety, Summit will perform inspections to evaluate site safety. Once inspections are performed an Assessment of Current Status of School Crime and Safety Needs can be produced.

The objective of these inspections is to identify safety needs, Current Status of School Crime and inform actions that must be taken, and, ultimately, hold Summit accountable to the safety promise we make to students, families, teachers and other members of the community.

- Each site is to have a safety inspection **once a semester;** the first at the beginning of the school year (August-September) and the second at the mid-point of the school year (January-February)
- Inspections to be performed by member of the **Safety Committee** with support from the Operations Manager (OM)
    - Inspections to include a 15-minute document review with OM, a 90-minute site walk-through and 15-minute debrief with OM and RT to discuss summary findings and key recommendations including any corrective actions
    - Inspectors to use site inspection checklist during walk-through (see below)
    - Inspectors to take photos as backup to document significant damage or items in need of repair/corrective action, e.g., hole in wall or graffiti
    - During inspection, OM to support with following tasks:
        - Prepare site accident log
        - Provide keys to access site campus
        - Support with inspecting specific gender restrooms (as applicable)
        - Answer any specific questions

See Appendix B for Summit Public School Site Inspection Checklist

****See Appendix C for Assessment of Current Status of School Crime and Safety Needs ****

VIII. Child Abuse Reporting Procedures

A. Obligations of Mandated Reporters

Mandated Reporters of child abuse or neglect include all school/district employees, administrators, and athletic coaches. (California Penal Code Section 11165.7 / RCW 26.44.030) All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect.

- It is not the job of the mandated reporter to determine whether the allegations are valid.
- If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made.
- No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.
- School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect.

B.Identification of Child Abuse and Neglect

Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential signs.

Child Abuse and/or Child Neglect Can Be Any of the Following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, **the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect.** Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children

- Excessively withdrawn, fearful, or anxious about doing something wrong.

- Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert" as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect in Children

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

- Trouble walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Doesn't want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

Warning Signs in Parents/Guardian:

- Shows little concern for the child.
- Denies the existence of-or blames the child for-the child's problems in school or at home.
- Asks teachers or other caretakers to use harsh physical discipline if the child misbehaves.
- Sees the child as entirely bad, worthless, or burdensome.
- Demands a level of physical or academic performance the child cannot achieve.
- Looks primarily to the child for care, attention, and satisfaction of emotional needs.

Warning Signs in the Parent/Guardian and the Child:

- Rarely touch or look at each other.
- Consider their relationship entirely negative.
- State that they do not like each other.

C. Reporting Suspected Cases of Child Abuse

1. To submit a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:
   - A Police or Sheriff's Department (not including a school district police department or school security department)
   - A County Probation Department, if designated by the county to receive child abuse reports
   - A County Welfare Department/County Child Protective Services
2. The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete them.
3. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE).

Note: School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine if there are additional steps that must be taken. **These policies do not take the place of reporting to an appropriate local law enforcement or county child welfare agency.**

Rights to Confidentiality and Immunity

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

Consequences of Failing to Report

California: A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a $1,000 fine (California Penal Code Section 11166[c]).

Washington: Every person who is required to make, or to cause to be made, a report pursuant to RCW 26.44.030 and 26.44.040, and who knowingly fails to make, or fails to cause to be made, such report, shall be guilty of a gross misdemeanor.

After the Report is Made

The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

Child Protective Services

The Child Protective Services (CPS) is the major organization to intervene in child abuse and neglect cases. Existing law provides for services to abused and neglected children and their families.

D. Additional Resources for Child Abuse Reporting

Resources for Parents: Trustline
Resources for Faculty & Admin:

- CA Child Abuse Mandated Reporter Training
- CA Child Protective Services
- WA OSPI Help Links for Youth
- WA Department of Social & Health Services: Child Abuse

Appendix A: Safety Drills Record Template

Emergency Drill Type	Date Performed	Time Performed	Faculty Lead Name

Appendix B: Summit Site Inspection Checklist

Summit Public School Site Inspection Checklist

Site Name:___________________________ Inspection Date: ___________________________

Inspector Name(s): ____

*To be discussed with OM during document review prior to walk-through

ADMINISTRATIVE

Injury and Illness Prevention Program	**S1**	**S2**	
Responsible person identified*	☐	☐	Comments: _________________
Required inspection schedule met*	☐	☐	___________________________
Accident investigations are prompt and thorough* ☐	☐		
IIPP available upon request*	☐	☐	
Site staff received Hazard Communication training*	☐	☐	

Emergency Fire and Earthquake Drills	**S1**	**S2**	
Drills conducted per code, principal sign off*	☐	☐	Comments: _________________
(Recommended: Fire and police dept oversight)			
Fire drill twice/year*	☐	☐	___________________________
Earthquake drill twice/year*	☐	☐	___________________________
Lockdown drill once/year*	☐	☐	
Emergency preparedness/site safety plan available*	☐	☐	___________________________
Emergency supply location is orderly, clean	☐	☐	___________________________
Emergency response materials (e.g., kit) available	☐	☐	___________________________
and in accessible location			___________________________
Emergency/earthquake water changed every 6 mos.	☐	☐	___________________________
Fire station testing log maintained*	☐	☐	___________________________

Facility Site Safety	**S1**	**S2**	
Site and buildings are free of fire hazards	☐	☐	Comments:__________________________
Fire extinguishers available in each building	☐	☐	___________________________
Fire extinguishers accessible, current	☐	☐	___________________________
Fire extinguisher inspections conducted monthly	☐	☐	___________________________
Exits marked and unobstructed, exit doors operable	☐	☐	___________________________
Fire lanes open/unobstructed	☐	☐	___________________________
Telephones or other communication, e.g., pull station,	☐	☐	
available for emergency use	______________		
Gates permit entry for emergency vehicles	☐	☐	___________________________
Accessibility for special needs students with signage	☐	☐	___________________________
Free of unauthorized chemicals, e.g., in sci labs	☐	☐	___________________________
Cal/OSHA's required notices posted	☐	☐	___________________________

Pest Management Program	**S1**	**S2**

Free of unauthorized pesticide/herbicide products	☐	☐	Comments:
Program notifications/documentation on campus	☐	☐	
Exclusion/extermination work completed	☐	☐	
Food use areas identified	☐	☐	

BUILDING

General Building Maintenance	S1	S2	
Buildings and furnishing in good repair	☐	☐	Comments:
Roofs/gutters well maintained	☐	☐	
Free of dry rot, water damage, exposed wires	☐	☐	
Floor covering in good repair	☐	☐	
Furniture and equipment has seismic restraints or bracing	☐	☐	
At least 18” clearance for sprinkler heads	☐	☐	
At least 36” clearance for electrical panels	☐	☐	

Drinking Water	S1	S2	
Water fountains are functional, operable	☐	☐	Comments:
Fixtures are clean; parts are not obstructed	☐	☐	
Water pressure is adequate	☐	☐	
Water is visibly clear	☐	☐	

Graffiti and Vandalism	S1	S2	
Free of graffiti and/or vandalism on restroom walls, partitions, and fixtures	☐	☐	Comments:
Free of graffiti and/or vandalism on building exteriors, windows	☐	☐	
Free of graffiti and/or vandalism on building interiors, hallways, stairwells, rooms	☐	☐	
Regular graffiti removal process in place, with matching paint-over	☐	☐	

Electrical, Heating and Ventilation	S1	S2	
Ventilation/heating/cooling systems in good repair (HVAC company checks this)	☐	☐	Comments:
Lighting, alarms, cables are adequate (Security company checks this)	☐	☐	
Fixtures, switches and outlets are operable	☐	☐	
Maintenance requests/log kept on file	☐	☐	
Free of obvious safety hazards	☐	☐	

Windows – Operable, Safe, Clear	S1	S2	
Windows provide light and unobstructed view	☐	☐	Comments:
Broken windows have been reported, dated	☐	☐	
Broken windows were repaired w/in 72 hours	☐	☐	
Any cracked windows have been reported	☐	☐	
Venetian blinds in good repair	☐	☐	
Free of obvious safety hazards	☐	☐	

Restrooms – Operable, Supplied, Clean	**S1**	**S2**	
Toilets, sinks, and urinals clean and operable	☐	☐	Comments:________________
Adequate ventilation	☐	☐	
Free of offensive odors	☐	☐	
Clean fixtures, walls, and floors	☐	☐	
Stalls have doors with functional slide bolts	☐	☐	
Dispensers stocked w/paper, soap	☐	☐	
Sink surfaces in good repair	☐	☐	
Lights, doors, windows, and hand dryers are operable	☐	☐	
Accessible during working hours	☐	☐	
Free of obvious safety hazards	☐	☐	
Last date of deep cleaning/Hillard visit log*	☐	☐	

Stairways/Hallways	**S1**	**S2**	
Lighting adequate/functioning	☐	☐	Comments:________________
Free of slippery conditions	☐	☐	
Free of obstructions	☐	☐	
Lockers in good repair	☐	☐	
Adequate cleanliness	☐	☐	
Handrails in good repair	☐	☐	

Gyms/Locker Rooms (Where Applicable)	**S1**	**S2**	
Free of odors	☐	☐	Comments:________________
Lighting adequate/functioning	☐	☐	
Lockers in good repair	☐	☐	
Hot water available for showers	☐	☐	
Backboards properly attached	☐	☐	
Floors free of safety hazards (not slippery or peeling)	☐	☐	
Adequate cleanliness	☐	☐	

Classrooms	**S1**	**S2**	
Lighting adequate/functioning	☐	☐	Comments:________________
Free of broken furniture	☐	☐	
Proper flags	☐	☐	
Adequate cleanliness, including sinks	☐	☐	
Glides on chairs	☐	☐	

Labs/STEM Rooms	**S1**	**S2**	
Lighting adequate/functioning	☐	☐	Comments:________________
Equipment has appropriate guards	☐	☐	
Safety lines clearly painted on floor	☐	☐	
Hot water available	☐	☐	
Adequate cleanliness	☐	☐	

Administrative Office	**S1**	**S2**	
Lighting adequate/functioning	☐	☐	Comments:________________
Adequate cleanliness	☐	☐	

Janitorial or Custodial Rooms	**S1**	**S2**	
Organized	☐	☐	Comments:________________
Well stocked	☐	☐	
Adequate cleanliness	☐	☐	
Cleaning solutions are authorized and labeled	☐	☐	

GROUNDS

General Grounds Maintenance	**S1**	**S2**	
Campus is clean, operational	☐	☐	Comments:________________
Parking lines clear	☐	☐	
Game lines clear	☐	☐	
Litter removed daily	☐	☐	
Collection bin area is neat	☐	☐	
Chemicals stored safely and in appropriate locations	☐	☐	
Perimeter of school site/fencing is neat	☐	☐	
Site free of weeds	☐	☐	
Sewer/storm drains clear	☐	☐	
Exterior lighting is functioning/adequate	☐	☐	
Fences/gates in good repair (on track, has locks, no holes/rust)	☐	☐	
Asphalt in good condition (no significant cracks, holes, standing water, loose gravel/mulch, etc.)	☐	☐	
Custodial equipment/tools (mowers, carts, etc.) in safe, operable condition – i.e., guards, brakes, etc. and stored properly	☐	☐	

Landscape	**S1**	**S2**	
Tree canopies adequately raised	☐	☐	Comments:________________
Trees/plants adequately trimmed away from buildings	☐	☐	
Free of obvious hazards	☐	☐	

Appendix C: Assessment of School Crime & Safety Needs

Assessment of Current Status of School Crime and Safety Needs

Summary Findings		
Recommendation and Corrective Actions		
Furniture Requests		
	Type	**Quantity**
Bulbs		
Tables		
Chairs		
Additional Requests		

I hereby certify the above areas are either in good working condition or deficiencies have been recognized and corrective action if and where needed will be taken in a timely manner.

Executive or Assistant Director

Print Name Signature

Operations Manager

Print Name Signature

Member of Safety Committee

Print Name Signature

Appendix D: Sample Messaging of Bomb Threat

Sample Family Phone Facing Message of Bomb Threat:

Initial message:

This is _____________, the ED of Summit _______________. This message is to inform/update you on an existing situation at our school this morning/afternoon. A suspicious item was found this morning/afternoon on the school campus. The school is now in a lockdown mode. Working collaboratively with the ___________ Police Department, we are being guided through the process and children and staff are all safe. At this time, it is best for your children to remain in the safe surroundings of their locked classroom. The ________ Police Dept. has requested that no one approach the school at this time or use their cell phone to call or text message their children because of the suspicious item. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority. All clear message:

All Clear message:

Hello families, this is ___________________, the ED of Summit _____________ and I am happy to report that the situation with the suspicious item on campus has been resolved safely and the school is no longer on lockdown. The __________ Police Dept. removed the item and it is being analyzed. There is an ongoing investigation at this time. Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Sample Message of Bomb Threat in Spanish:

Spanish Initial message / Mensaje inicial:

Estimados padres de familia,

Soy el/la director/directora, __________________ de la Escuela Summit ________________. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. La escuela se encuentra actualmente en situación de confinamiento porque esta mañana/tarde se encontró un artículo sospechoso en nuestro campo escolar. Trabajando conjuntamente con el departamento de policía de ________ se nos ha guiado a través del proceso y los niños se han mantenido protegidos. El departamento de policía de __________ nos ha solicitado que nadie se acerque a la escuela por el momento y, que se envíen llamadas telefónicas ni mensajes de texto con el celular debido al artículo sospechoso. Tan pronto que la policía nos dé el visto bueno para abrir la escuela, nos podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message in Spanish: Mensaje de que pasó el peligro:

Estimados padres de familia,

Soy el/la director/directora, _________________ de la Escuela Summit ___________; tengo el placer de reportarles que se ha resuelto el incidente con el artículo sospechoso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. El departamento de policía de _______ retiró el artículo y está siendo analizado. Por el momento se está realizando una investigación. La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Summit Public Schools

Sexual Harassment Policy

Summit Public Schools (SPS) is an equal opportunity employer and is committed to providing and continuing to provide a positive and productive education and working environment free from discrimination, including sexual harassment, of any kind. Summit Public Schools prohibits sexual harassment of students, employees and others involved in school district activities.

This policy is intended to be consistent with, and intended to be, enforced in conformance with Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace.

The policy of Summit Public Schools forbids discrimination against any employee, applicant for employment, or student, on the basis of sex. The school will not tolerate sexual harassment activity by any of its employees. This policy similarly applies to contractors, non-employee volunteers or any other persons who work subject to the control of school authorities.

Definition of Sexual Harassment

1. Conduct of a Sexual Nature - Conduct of a sexual nature may include, but is not limited to, verbal, visual or physical sexual advances, including subtle pressure for sexual activity; touching, staring, looking up and down, pinching, patting, or brushing against; comments regarding physical or personality characteristics of a sexual nature; sexually-oriented "kidding," "teasing," double-entendres, explicit or suggestive messages, cartoons, pictures and jokes, and any harassing conduct to which an employee would not be subjected by for such employee's sex.

2. Unwelcome Conduct of a Sexual Nature
    a. Verbal, visual or physical conduct of a sexual nature may constitute sexual harassment when the allegedly harassed employee has indicated, by his or her conduct, that it is unwelcome.
    b. An employee who has initially welcomed such conduct by active participation must give specific notice to the alleged harasser that such conduct is no longer welcome in order for any such subsequent conduct to be deemed unwelcome.
    c. SPS prohibits any conduct of a sexual nature directed toward students by teachers or others to whom this policy applies, and shall presume that any such conduct is unwelcome.

Sexual Harassment Prohibited

For the purposes of this policy, unwelcome sexual advances or requests for sexual favors, and other unwelcome conduct of a sexual nature constitute prohibited sexual harassment if:

1. submission to the conduct is made either an explicit or implicit condition of employment (as an illustration, and not as a limitation, where a person's continued employment is conditioned upon or impacted by prohibited sexual-based factors);
2. submission to or rejection of the conduct is used as a basis for an employment decision affecting the harassed employee; and
3. the conduct substantially interferes with an employee's student's performance, or creates an intimidating, hostile, or offensive work or school environment, regardless of whether the employee's continued employment or compensation is affected).

SPS has specific prohibitions with administrators and supervisors. It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment.

1. Administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.
2. Non-managerial and Non-supervisory Employees - It is sexual harassment for a non-administrative and non-supervisory employee to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions as described below.
3. Employees and Students - It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions.

Sexual harassment can occur adult to student, student to adult, student to student, adult to adult, male to female, female to male, male to male and female to female.

Reporting, Investigation, and Sanctions

It is the express policy of SPS to encourage victims of sexual harassment to **report such claims**. SPS understands that victims of harassment are often embarrassed and reluctant to report acts of harassment for fear of being blamed, concern about being retaliated against, or because it is difficult to discuss sexual matters openly with others. However, no employee of SPS should have to endure harassing conduct, and therefore SPS encourages everyone to promptly report any incidents of harassment so that corrective action can be taken. This may be done through the employee grievance resolution procedure or by reporting such matters to the onsite Director or Team Lead.

Employees who feel that their **superiors** are conditioning promotions, increases in wages, continuation of employment, or other terms or conditions of employment upon agreement to unwelcome conduct of a sexual nature, are encouraged to report these conditions to the appropriate administrator. If the employee's direct administrator or supervisor is the offending person, the report shall be made to the next higher level of authority.

Students who feel that he/she is being or has been subjected to sexual harassment on school grounds or at a school-sponsored or school-related activity are urged to report any conduct of a sexual nature by school employees or others to whom this policy applies to a school counselor or administrator.

- A school employee to whom a complaint is made shall, within 24 hours of his/her receiving the complaint, report it to the Executive Director;

- Any school employee or student who observes any incident of sexual harassment shall report his/her observation to the Executive Director, whether or not the victim makes a complaint. If the alleged harasser is the Executive Director, the employee may report the complaint or his/her observation of the incident to the Superintendent or designee who shall investigate the complaint;
- The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with SPS policies;
- Where the Executive Director or designee finds that sexual harassment occurred, he/she shall take prompt, appropriate action to end the harassment and address its effects on the victim;
- The Executive Director or designee shall also advise the victim of any other remedies that may be available;
- Every reported complaint of harassment will be **investigated** promptly, equitably and thoroughly by SPS;
- Typically the investigation will include interviewing the complainant, anyone who may have knowledge of the alleged harassment, and the alleged harasser;
- Once the investigation is completed, SPS will notify the complainant of the results of the investigation; and
- Any employee found to have engaged in sexual harassment shall be subject to sanctions, including, but not limited to, warning or reprimand, suspension, or termination, subject to applicable procedural requirements.

Students may file a formal complaint with the Superintendent or designee in accordance with Summit's Uniform Complaint Procedures. SPS will make every effort to handle the investigation in as confidential a manner as possible consistent with a thorough, fair and proper investigation.

Engaging in sexual harassment will result in appropriate **discipline** or other appropriate sanctions against offending students, staff and contractors. Discipline and sanctions include, but are not limited to:

- Report to law enforcement, where necessary. Suspected child abuse will be reported to law enforcement and/or Child Protective Services
- Access to school property and activities restricted, as appropriate.

Retaliation or reprisals against any person who makes or is a witness in a sexual harassment complaint is prohibited and will result in appropriate discipline. The district will take appropriate actions to protect involved persons from retaliation. If you feel you have been subject to retaliation in any form, you should report it to your Director or Team Lead.

It is a violation of this policy to knowingly report false allegations of sexual harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Filing Complaints with State and Federal Agencies

In addition to notifying SPS of harassment or retaliation, aggrieved parties may wish to file complaints with other appropriate state and federal agencies including the Department of Fair Employment and

Housing (DFEH), which has authority to conduct investigations of facts. The deadline for filing complaints with the DFEH is two years from the date of the alleged unlawful conduct. If the DFEH believes that a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California/Washington Fair Employment and Housing Commission or file a lawsuit in court. Both the California/Washington Fair Employment and Housing Commission (FEHC) and the courts have the authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the state government listings in the local telephone directory.

Additional Information:

- Fair Treatment Policy
- Summit Bullying Policy
- Staff Student Interaction Policy
- Preventing Sexual Abuse Procedure
- In California, refer to the Department of Fair Employment and Housing and the Equal Employment Opportunity Commission brochure
- Contact Human Resources at hr@summitps.org

Summit K2 Student Recruitment Plan for SY 19-20

Theory of Action

By -

- Creating a better strategy, better resources and accountability for grassroots marketing efforts
- Increasing touch-points with prospective families
- Improving tracking of recruitment efforts and setting enrollment goals

K2 will increase enrollment to a maximum of 630, fill all seats in incoming grades and diversify our student population to match those of the communities we serve.

INITIATIVES FOR THE YEAR:

1. **Direct Mail**
   a. Summit K2 will send out multiple direct mail flyers to families in our target zip codes. These zip codes are areas in which large amounts of students who qualify for Free and Reduced Lunch live, as well as areas where the majority of families are Latino and/or African American.
   b. Summit K2 will focus on sending multiple flyers that help create a story with families about WHO Summit is and WHY it's a good choice for the child by continuing to remind them of us at different points of the year. For example, in the fall we might focus on a picture of the camping trip with a note about how it's an important part of our school culture. Over the holidays, we may include a piece about HS Expeditions with a clear photo of a student engaging in a hands on elective.
   c. These mailers will be sent out earlier in the recruitment/enrollment process, eg. September/October to ensure that families hear about us in time to attend our Open Houses in the Fall.

2. **Door Hanging/Canvassing**
   a. In addition, Summit K2 will canvass with door hangers in target zip codes. Door Hanging is a low lift way of increasing exposure and raising awareness in targeted communities. Door hangers will have a couple of call to actions: invitations to upcoming open houses and a call to submit an application. This will also take place at the same time as our direct mail pieces.

3. **Events**
    a. Summit K2 will host multiple open houses in the evening, in conjunction with Summit Tam, in order to increase community awareness and exposure to Summit as an option. These will be scheduled for the Fall and Winter, ending in early February.
    b. Summit K2 will also set up tables at key community events to increase our presence in the community (eg. Cinco de Mayo parade, Flea Markets, Church events, etc.).
    c. Summit K2 will also host multiple tours of the school, as well as an opportunity to meet with our parent and student ambassadors throughout the recruitment and enrollment process as a way for prospective parents to experience the school first hand.
    d. Summit K2 will also be present at any events that feeder elementary and middle schools host *(eg. Caliber BETA HS night)*.

4. **Parent and Student Ambassador Group**
    a. Summit K2 will seek to create a parent and student ambassador group specifically for the purpose of increasing applications from our target demographic, as well as, converting families who received an offer of acceptance into an accepted status.
    b. Parent and Student ambassador group will be present at school recruitment/enrollment events, conduct phone call outreach, and conduct tours of the school for prospective/accepted parents.
    c. Parents in this group will also reach out to parents they may know in our target feeder elementary and middle schools.

SUMMIT PUBLIC SCHOOLS

INTENT TO ENROLL FORM

For School Year: ☐ 2017-18 ☐ 2018-19

For the above school year, the student will be in grade ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

STUDENT INFORMATION

Legal Last Name:____

Legal First Name:____

Legal Middle Name: ____

Date of Birth (mm/dd/yyyy):_______/_______/________ Gender: ☐ Male ☐ Female

Please mark which school(s) student is interested in enrolling (* indicates new grade for 2018-19)

☐ **Summit Denali** (Sunnyvale | Grades 6-10, 11*) ☐ **Summit Shasta** (Daly City | Grades 9-12)

☐ **Everest Public High School** (Redwood City | Grades 9-12) ☐ **Summit Prep** (Redwood City | Grades 9-12)

☐ **Summit K2** (El Cerrito/Richmond | Grades 7-10, 11*) ☐ **Summit Tamalpais** (Richmond | Grades 7-8, 9*)

☐ **Summit Rainier** (San Jose | Grades 9-12) ☐ **Summit Tahoma** (San Jose | Grades 9-12)

The student is currently enrolled at (school, city): ____

GUARDIAN INFORMATION

Parent/Guardian 1 Name:___________________________________ Relationship to student: ___________________

Residence Address - Student lives at this address: ☐ Yes ☐ No

____

Street

____

City *State* *Zip Code*

Home Ph. (include area code):____________________ Cell Ph. (include area code): ______________________

Parent/Guardian E-mail: _______________________________________ Contact Preference: ☐ E-mail ☐ Text/Phone

Parent/Guardian 2 (optional) Name: ___________________________ Relationship to student: ___________________

☐ Use same address as Parent/Guardian 1 (If yes, skip to phone number below)

Residence Address - Student lives at this address: ☐ Yes ☐ No

____

Street

____

City *State* *Zip Code*

Home Ph. (include area code):____________________ Cell Ph. (include area code): ______________________

Parent/Guardian E-mail: _______________________________________ Contact Preference: ☐ E-mail ☐ Text/Phone

Is the student Hispanic or Latino/a (optional)? ☐ Yes ☐ No

Please select up to 5 races/ethnicities that the student identifies as (optional):

☐ American Indian or Alaska Native ☐ Cambodian ☐ Guamanian ☐ Japanese ☐ Other Asian ☐ Tahitian

☐ Asian Indian ☐ Chinese ☐ Hawaiian ☐ Korean ☐ Other Pacific Islander ☐ Vietnamese

☐ Black or African American ☐ Filipino ☐ Hmong ☐ Laotian ☐ Samoan ☐ White / Caucasian

What is the primary language spoken by adults in your home? ________________________

How did you hear about Summit? If it was a specific person or at a specific place, please include the name.

____

Enrollment Priorities:

☐ Sibling attended/graduated from a Summit school.

Name of sibling: ________________________________ Name of school: ______________________________

ACKNOWLEDGEMENT OF INFORMATION

Summit Public Schools are free public schools open to all. Acceptance is not a reflection of academic merit or needs. By signing this form, the family acknowledges that all information provided is correct and indicates meaningful interest to enroll at a Summit Public School. In addition, the family understands that an enrollment offer to a Summit Public School is on a space-available basis. If there are more students expressing intent to enroll than spots available, we will use a random selection process (see school calendars for enrollment offer dates) to determine who will receive a space. Summit Public Schools will e-mail or mail notification of enrollment status to families within one week of the random selection process. If the student chooses not to accept their offer in a timely manner, we will offer that space to another student. Furthermore, the family understands that upon receiving and processing an Intent to Enroll, Summit Public Schools will produce a receipt to the family. If the family does not receive a receipt, it is the responsibility of the student/guardian to secure one.

Parent / Guardian Signature ____Date _____/_____/_____

Intent to Enroll forms must be dropped off at a Summit school or completed online. Note that each school has a separate Intent to Enroll deadline, which can be found on the website (http://www.summitps.org/enroll).

SUMMIT PUBLIC SCHOOLS

FORMULARIO DE INTENTO DE INSCRIPCIÓN

Para el año escolar: ☐ 2017-18 ☐ 2018-19

Para el año escolar indicado arriba, el estudiante estará en ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 grado

INFORMACIÓN DEL ESTUDIANTE

Apellido legal:____

Primer nombre legal:____

Segundo nombre legal: ____

Fecha de nacimiento (mm/dd/aaaa):_______/_______/_______/ Sexo: ☐ Masculino ☐ Femenino

Marque en qué escuela(s) el estudiante está interesado en inscribirse (el * indica el nuevo grado para 2018-19)

☐ **Summit Denali** (Sunnyvale | Grados 6-10, 11*) ☐ **Summit Shasta** (Daly City | Grados 9-12)

☐ **Everest Public High School** (Redwood City | Grados 9-12) ☐ **Summit Prep** (Redwood City | Grados 9-12)

☐ **Summit K2** (El Cerrito/Richmond | Grados 7-10, 11*) ☐ **Summit Tamalpais** (Richmond | Grados 7-8, 9*)

☐ **Summit Rainier** (San Jose | Grados 9-12) ☐ **Summit Tahoma** (San Jose | Grados 9-12)

Actualmente el estudiante está inscrito en (escuela, ciudad): ____

INFORMACIÓN DEL TUTOR LEGAL

Nombre y apellido del padre/madre/tutor legal 1:___________________________________ Relación con el estudiante: ________________

Dirección de la residencia: El estudiante vive en esta dirección: ☐ Sí ☐ No

____

Calle

____

Ciudad *Estado* *Código postal*

Teléfono de casa (incluya el código de área):______________________
Teléfono celular (incluya código de área): ________________________

Correo electrónico del padre/madre/tutor legal: ____________________________________
Preferencia de contacto: ☐ Correo electrónico ☐ Mensaje de texto/teléfono

Nombre y apellido del padre/madre/tutor legal 2 (opcional): __________________________
Relación con el estudiante: ________________

☐ Usa la misma dirección del padre/madre/tutor legal 1 (Si la respuesta es sí, continúe al número de teléfono más abajo)

Dirección de la residencia: El estudiante vive en esta dirección: ☐ Sí ☐ No

____

Calle

____

Ciudad *Estado* *Código postal*

Teléfono de casa (incluya el código de área):_______________________
Teléfono celular (incluya código de área): _________________________

Correo electrónico del padre/madre/tutor legal: _____________________________________
Preferencia de contacto: ☐ Correo electrónico ☐ Mensaje de texto/teléfono

¿Es el estudiante hispano o latino? (opcional) ☐ Sí ☐ No

Seleccione hasta 5 razas/origen étnico que identifiquen al estudiante (opcional):

☐ Indio americano o Nativo de Alaska ☐ Camboyano ☐ Guamaniano ☐ Japonés ☐ Otro asiático ☐ Tahitiano

☐ Indio asiático ☐ Chino ☐ Hawaiano ☐ Coreano ☐ Otro Isleño del Pacífico ☐ Vietnamita

☐ Negro o Afroamericano ☐ Filipino ☐ Hmong ☐ Laosiano ☐ Samoano ☐ Blanco/Caucásico

¿Cuál es la lengua materna que hablan los adultos en su casa? _________________________

¿Cómo se enteró de Summit? Si fue una persona específica o en un lugar específico, incluya el nombre.

____

Prioridades para la inscripción:

☐ Hermano asiste/se graduó de una escuela Summit.

Nombre y apellido del hermano: ___________________________ Nombre de la escuela: ______________________

RECONOCIMIENTO DE INFORMACIÓN

Las escuelas públicas Summit son gratuitas y abiertas para todos. La aceptación no representa el mérito académico ni las necesidades. Al firmar este formulario, la familia reconoce que toda la información proporcionada es correcta e indica el interés significativo para inscribirse en una escuela pública Summit. Además, la familia comprende que una oferta de inscripción en una escuela pública Summit se basa en la disponibilidad de espacio. Si hay más estudiantes manifestando su intención de inscribirse a estos espacios disponibles, usaremos un proceso de selección al azar (vea los calendarios escolares para las fechas de oferta de inscripción) para determinar quién recibirá un espacio. Las escuelas públicas Summit enviaran por correo electrónico o correo postal un aviso del estado de inscripción a las familias en el transcurso de una semana después del proceso de selección al azar. Si el estudiante elige no aceptar su oferta de manera oportuna, ofreceremos ese espacio a otro estudiante. Además, la familia comprende que al momento de recibir y procesar un Intento de inscripción, las escuelas públicas Summit emitirán un recibo para la familia. Si la familia no obtiene un recibo, es responsabilidad del estudiante/tutor legal conseguir uno.

Firma del padre/madre/tutor legal ____ Fecha _____/_____/_____

Los formularios de Intento de inscripción se deben dejar en una escuela Summit o completarlos en línea. Tenga en cuenta que cada escuela tiene una fecha límite diferente para el Intento de inscripción, la cual se puede encontrar en el sitio web (http://www.summitps.org/enroll).

Restorative Practices

Philosophy

A strong student culture occurs when the expectations are high, clear, and predictable. Students feel capable of meeting this high bar because they know what's expected of them. They have a good sense of what the boundaries are, and they know the consequences if they go beyond them. Though these boundaries may not be the same for every teacher nor the consequences the same for every student or every deviation from the high bar, things are consistent enough that students feel set-up for success in living up to the high expectations, and they feel the system is fair.

Recognizing, celebrating and praising students who live up to the high bar is a great way to demonstrate the desired school culture. Highlighting model behavior should be a focus on our campus, and doing so will result in most of the students striving to follow suit most of the time.

Even with all of the above in place, some students may fall short of our high expectations; some may actively rebel. When students behave in ways that show disrespect or harm to the community, logical consequences must result. This means emphasizing reflection, empathy and redemption.

Emphasizing reflection, empathy and redemption requires patience. That said, there are techniques that we can use to help students progress in their development on this front. Perhaps the most impactful is ensuring that students hear and understand how their behavior affects others. This happens when people around them use “affective statements” and ask “affective questions” (that is, statements and questions that emphasize the effect that the behavior has). Oftentimes, when students are among those impacted, hearing from them can be the most powerful, for example in Restorative Circles.

Underlying all of this is the notion that interactions between students and teachers must come from a place of respect. This mutual respect is sacrosanct. Students must respect decisions that adults make; adults must separate the deed from the doer and avoid public shaming. A violation of this respect becomes the first thing that must be addressed and restored before other actions are taken.

Faculty Objectives for Restorative Practices

Summit offers training to all faculty on restorative practices during Summer of Summit and throughout the school year, and school leaders offer additional coaching and support throughout the school year as faculty implement restorative practices in their classrooms and with their mentees. The following are the objectives for those trainings and are aligned with the philosophy outlined above.

SECTION 1:
Objective 1A: Faculty will become familiar with affective language and questioning.
Objective 1B: Faculty will get behind a collective discipline philosophy.

SECTION 2:
“A strong student culture occurs when the expectations are high, clear and predictable. Students feel capable of meeting this high bar because they know what's expected of them. They have a good sense of what the boundaries are, and they know the consequences if they go beyond them.”

Objective 2A: Faculty will calibrate on and – where applicable – achieve consensus on the boundaries for students.
Objective 2B: Faculty will have be equipped with ideas for logical consequences for potential student behavior.

SECTION 3:
"Mutual respect is sacrosanct… A violation of this respect becomes the first thing that must be addressed and restored before other actions are taken."
Objective 3a: Faculty will achieve consensus on a policy that maintains their authority and respect in the classroom.
Objective 3b: Faculty will be prepared to have really good conversations with kids that will make the implementation of these plans successful.

SECTION 4:
"Oftentimes, when students are among those impacted, hearing from them can be the most powerful, for example in Restorative Circles."
Objective 4: Faculty will become familiar with restorative circles, and practice implementing them.

SECTION 5:
"Recognizing, celebrating and praising students who live up to the high bar is a great way to demonstrate the desired school culture."
Objective 5: Faculty will implement structures, events and/or campaigns that recognize, celebrate and praise students who demonstrate our desired school culture.

Student Objectives for Restorative Practices Workshop

As part of Summit's implementation of restorative practices, Summit faculty have developed several resources for students: lesson plans, lists of explanatory/exploratory content that students can access at any time, and classroom workshops. The following are student objectives for the content and activities:

- Explain the differences between Zero Tolerance practice and Restorative Practices and the rationale for implementing these practices at school sites.
- Explain the benefits of implementing Restorative Practices at school sites on student behaviors, school culture and outreach to families, CMO and community stakeholders.
- Understand theoretical frameworks underlying Restorative Practices.
- Articulate the Restorative Practice implementation process.

Faculty Resources

- *The Little Book of Restorative Justice* (Zehr)
- *The Restorative Practices Handbook* (Costello, Wachtel, and Wachtel)
- "Restorative Justice? What's That?" (Zehr)
- "Restorative Justice: A Working Guide for Our Schools" (Kidde and Alfred)

Summit Public Schools: Suspension and Expulsion Policy (California)

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Summit Public Schools ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to the Charter School and serves the best interests of the Charter School's pupils and their parents/guardians. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Director's office.

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

No student shall be involuntarily removed (disenrolled, dismissed, transferred or terminated) by the School for any reason, unless the parent or guardian has been provided written notice at least five days before the effective date of removal. For all involuntary removals, including expulsions and dismissals for non-disciplinary reasons, parents must be informed of their right to a hearing before the effective date of removal. If the student's parent or guardian initiates the hearing procedures, the student must remain enrolled until the charter school issues a final decision.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws, including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.

b. Willfully used force of violence upon the person of another, except self-defense.

c. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

d. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

e. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

f. Committed or attempted to commit robbery or extortion.

g. Caused or attempted to cause damage to school property or private property.

h. Stole or attempted to steal school property or private property.

i. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

j. Committed an obscene act or engaged in habitual profanity or vulgarity.

k. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2. "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
        iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w. A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.

b. Willfully used force or violence upon the person of another, except self-defense.

c. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.

d. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

e. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

f. Committed or attempted to commit robbery or extortion.

g. Caused or attempted to cause damage to school property or private property.

h. Stole or attempted to steal school property or private property.

i. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

j. Committed an obscene act or engaged in habitual profanity or vulgarity.

k. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
        iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
    2. "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
        i. A message, text, sound, or image.
        ii. A post on a social network Internet Web site including, but not limited to:
            a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
            b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
            c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile

of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w. A student who aids or abets the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be subject to expulsion.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or the Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director.

The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

c) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled upon the recommendation of an Administrative Panel with the approval of the Superintendent or their designee. The Administrative Panel should consist of at least three members who are certificated and are not an instructor of the pupil. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within a reasonable number of days after the Director or designee determines that the pupil has committed an expellable offense.

The Administrative Panel will hear the case, and will make a recommendation to the Superintendent or their designee for a final decision whether to expel. The hearing shall be held in compliance with all pupil confidentiality rules under FERPA. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;

6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the

witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Superintendent or their designee. The final decision by the Superintendent or their designee shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Superintendent or their designee is final.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee following a decision of the Superintendent or their designee to expel shall send written notice of the decision to expel, including the Administrative Panel's findings of fact, to the student or parent/guardian.

This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Summit Public Schools Superintendent or their designee’s decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the discretion of the Director and the Superintendent or their designee following a meeting with the Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Director shall make a recommendation to the Superintendent or their designee following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students With Disabilities

1. <u>Notification of SELPA</u>

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. <u>Services During Suspension</u>

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which would constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(K), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

SUMMIT PUBLIC SCHOOLS EMPLOYEE MANUAL

(CALIFORNIA)

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WELCOME

OFFICIAL WELCOME

Greetings and welcome to Summit Public Schools!

Summit Public Schools (SPS) eagerly anticipates another fantastic year for the families, students and employees in our organization. We are committed to providing a workplace that is safe, supportive, diverse and high-achieving. SPS remains committed to the goal of producing outstanding academic results for our students and believes it is essential that each and every employee at SPS is properly supported in this effort.

In this employee manual you will find information about the specific standards expected of you, and resources available to you, to enable you to function at an optimal level of performance. Please review it carefully. If you have any questions, please contact the leader of your team or your school site or any member of SPS's Human Resource team. With the exception of those policies compelled by law, the policies contained in this manual are subject to change by SPS leadership and its board of directors as conditions and circumstances change.

Thank you for all of the work that you do to support our families and students. Summit Public Schools ('Summit') is honored that you are part of our team and we are glad that you share our commitment to providing students with an education that will prepare them for success in life.

ABOUT THIS EMPLOYEE MANUAL

This Employee Manual is an explanation of some of the Summit Public Schools (SPS) policies that apply to employees. It is intended as an extension of, and a supplement, to the Summit-TriNet Public Schools' Employee Handbook. Nothing in this manual is to override, amend or abandon any policies described in the Summit-TriNet Employee Handbook. Rather, this manual provides a more detailed explanation of some of the policies laid out in the Employee Handbook and which are available online. Any updates or modifications to the Summit-TriNet Employee Handbook that are referenced in the Employee Manual will be updated accordingly.

This Employee Manual is a guide to Summit's employment policies, outlining and highlighting those policies and practices. It is not intended to create any expectations of continued employment, or an employment contract, express or implied. With the exception of the at-will employment status of its employees, Summit Public Schools reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without notice to you.

OUR MISSION

Since our founding, we have remained steadfast in our mission – to prepare a diverse student population for success in a four-year college or university, and to be thoughtful, contributing members of society. We believe that every student is capable of college and career readiness. While some students will select career paths or community colleges, the process of preparing to attend a four-year college helps young people avoid the academic and skill deficit that results from placement in a non-college prep, high school diploma program. Regardless of the life path Summit students ultimately choose, we offer access to high-performing public schools that pave the way for them to succeed in college, career and life. The children are our future and it is our responsibility, as part of the public education system, to prepare them to be active, productive citizens.

BEGINNING EMPLOYMENT

AT WILL EMPLOYMENT

Except if stated expressly otherwise by employment contract, it is the policy of SPS that all employees are considered “at-will” employees. Accordingly, either Summit Public Schools or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in the Employee Handbook, this manual, Summit employment applications, memoranda or other materials provided to employees in connection with their employment shall require SPS to have “cause” to terminate an employee or otherwise restrict SPS’s right to release an employee from their at-will employment. Statements of specific grounds for termination set out in this manual or elsewhere are not all-inclusive and are not intended to restrict SPS’s right to terminate at-will. No Summit representative, other than the Board of Directors, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with SPS that are not consistent with SPS’s policy regarding “at will” employment.

This policy shall not be modified by any statements contained in this manual, employee applications, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

EMPLOYMENT CLASSIFICATION

At the time employees are hired, they will be classified according to their position as a 12-month, 11- month, or hourly workers. Employees who are unsure how their position is classified or what their scheduled start and end dates are for the school year should ask their supervisors. For the sole purpose of determining the allowance of certain employee benefits, employees are classified as:

- **Regular Full-Time Employees**- An employee who is usually scheduled to work an average of between thirty (30) and forty (40) hours per week on a regular and continuous basis.

- **Regular Part-Time Employees**- An employee who is usually scheduled to work less than an average of thirty (30) hours per week but not less than ten (10) hours per week on a regular and continuous basis. Part-Time Employees are not eligible for medical benefits or reimbursements.
- **Temporary Employees**- From time to time, Summit may hire employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a temporary employee. The job assignment, work schedule and duration of the position will be determined on an individual basis.

  Normally, a temporary position will not exceed six months in duration, unless specifically extended by a written agreement. Summer employees, interns and seasonal employees are considered temporary employees. A temporary employee does not become a regular employee by virtue of being employed longer than the agreed upon specified period.

  Temporary employees are not eligible for benefits, except as granted on occasion, or to the extent required by provision of state and federal laws. Those temporary employees classified as "non-exempt" who work more than 40 hours during any workweek will receive overtime pay.

EXEMPT & NON-EXEMPT CLASSIFICATION

For payroll purposes, employees will be classified as exempt or non-exempt.

- **Exempt Employees**: Certain employees such as executive, administrative, professional and outside sales employees are paid a salary basis for all hours worked each week. These employees are expected to work whatever hours are required to accomplish their duties, even if it exceeds their normal workweek. No overtime premium will be paid to exempt employees in most circumstances.
- **Non-Exempt Employees**: All employees who are not identified as exempt employees are considered non-exempt employees. Non-exempt employees are eligible for payment of overtime premium pay. At the time of hire, transfer, and/or promotion, employees will be classified as either "exempt" or "non-exempt." This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of 40 hours per workweek. These employees are referred to as "non-exempt". This means that they are not exempt from (and therefore should receive) overtime pay.

*Independent contractors, consultants and leased employees (i.e., those working for an employment agency) are not employees of SPS and are not eligible for benefits provided SPS.

TUBERCULOSIS TESTING

All Summit employees must submit written proof from a physician of an examination for tuberculosis (TB) within the last sixty (60) days showing that they are free of active TB. However, employees may submit a certificate showing that they submitted to a tuberculosis risk assessment within the past sixty (60) days, and if risk factors were identified, certificated proof shows clearance from active tuberculosis, as defined under by CA EDC-Section 49406. All employees will be required to undergo TB examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. TB examination is a condition of initial employment with Summit Public Schools and the cost of the exam will be borne by the applicant.

CRIMINAL AND BACKGROUND HISTORY

As required by law, all individuals working or volunteering on a regular basis at Summit Public Schools will be required to submit to a background criminal investigation. SPS's commitment to the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at any Summit school include conviction for a controlled substance or sex offense, or a serious or violent felony. All SPS employee's criminal background history are monitored electronically via Live Scan, which allows SPS to be notified of any newly filed criminal activity. Additionally, should an employee, during his/her employment with a Summit school, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Executive/Assistant Director.

SPS employees are required to provide official transcripts or submit to an educational verification search to verify units earned/degree received or in-service hours. These requirements must be completed prior to beginning employment, and the information must be submitted to Summit's Human Resources team. Documentation verifying past employment must also be submitted. To the extent permitted by law, SPS may require that these costs be borne by the employee. Individuals whose educational background differs from that of the job description will not be considered for employment.

INSURANCE & BENEFIT ENROLLMENT

All full-time employees are eligible for insurance offered through TriNet Benefits (health, dental, vision, short-term disability, long term disability, and life insurance), effective from the date of hire. Eligible employees must make benefit selections via HR Passport no later than 30 days after date of hire.

PERSONNEL FILE AND RECORDS MANAGEMENT

At the time of your employment, a personnel file is established for you. Please keep Summit's Human Resources team advised of changes that should be reflected in your personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. As an employee, it is also your responsibility to regularly update such details in your online Trinet profile. Prompt notification of these changes is essential and will enable us to contact you should the change affect your other records.

You have the right to inspect your personnel file, as provided by law, in the presence of a Summit representative, at a mutually convenient time. You may add your comments to any disputed item in the file. SPS will restrict disclosure of your personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Human Resources team. Only the Human Resources team are authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

EMPLOYEE POLICIES & PROCEDURES

FAIR TREATMENT POLICY

Summit Public Schools values and promotes the diversity of its employees, and their ability to work positively with each other. Summit conscientiously observes its obligations under all state and federal laws & regulations concerning fair treatment that relate to its work. Above all, Summit is committed to the right of all people to be treated with fairness, respect and dignity. For these reasons, Summit Public Schools has established a Fair Treatment Policy.

Summit Public Schools is committed to providing an environment free of discrimination and harassment, and will not tolerate behavior that is inconsistent with its values and commitment to a fair and just culture. The Fair Treatment Policy provides a framework through which concerns and issues can be addressed promptly, professionally and confidentially, while all parties are treated fairly. Full details of the Policy, including details of how issues or complaints in this area are addressed, can be found online, on Trinet and are available from the Human Resources team.

COMPLAINTS & GRIEVANCES

The Governing Board recognizes that Summit Public Schools has primary responsibility for ensuring that it complies with the applicable state and federal laws and regulations governing educational programs. SPS will follow the Complaint Procedures when addressing:

- Complaints regarding curriculum development and instructional materials.
- Unlawful discrimination, harassment, intimidation, or bullying against any protected group, including actual or perceived discrimination based on the actual or perceived characteristics of race or ethnicity, ancestry, national origin, nationality, ethnic group identification, religion, age, gender, gender expression, gender identity, genetic information, sex, sexual orientation, color, physical or mental disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.
- Failure to comply with state and/or federal laws and regulations in consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs.

This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy and curriculum development and instructional materials.

Full details of the Policy, including details of how issues or complaints in this area are addressed, can be found online, on Trinet and are available from the Human Resources team.

CONFIDENTIALITY POLICY

As an employee, you have a duty to maintain the confidentiality of sensitive information that you may encounter during your service to SPS. Such confidential information includes, but is not limited to:

- Student records, such as students' names; parents'/guardians' names; home addresses; personal telephone numbers and/or email addresses; photographs; dates of birth; grade level; enrollment status; dates of attendance; social security numbers; medical information; disciplinary records; and grades;
- Personnel records, such as employees' names; dates of hire; home addresses; personal telephone numbers and/or email addresses; dates of birth; social security numbers; medical information; disciplinary records; immigration documents; salaries; and driver's license numbers; and
- Proprietary information concerning Summit's operations, business plans, trademarks, patents, and copyrights.

You shall only access confidential information when it is necessary and when doing so is within the course and scope of your service to SPS. Additionally, you shall not disclose any such information described above without the advance written consent of the Director of Human Resources.

This policy in no way limits your right to access and/or disclose your own personnel records**.**

Violations of this policy may lead to being dismissed from providing further service to SPS, as well as being subject to appropriate legal action to compensate SPS for any damages related to the breach of this policy.

Any questions regarding this policy and your obligations as an employee thereunder are to be referred to Director of Human Resources.

SMOKING POLICY

SPS is committed to a smoke-free environment and smoking is prohibited in all SPS facilities.

PROFESSIONAL CONDUCT & PERFORMANCE EXPECTATIONS

PERFORMANCE REVIEW

Guidelines and expectation for performance reviews can be found in the Summit-TriNet Employee Handbook. Additional information about our personalized learning for faculty can be found on our PLP Pro website, which you can find here: https://sites.google.com/a/summitps.org/plp-pro/ .

RULES OF CONDUCT

Summit employees are expected to conduct themselves in a professional and engaging manner that promotes a positive working and learning environment. Detailed information regarding specific expectations of conduct can be located in the Summit- TriNet Handbook.

OFF-DUTY CONDUCT

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

While employed by SPS, employees are expected to devote their energies to their jobs with Summit primarily. For employees that may consider employment outside of Summit, employees are encouraged to consider the following:

- Conflicts with work schedule, duties, and responsibilities.
- Conflict of interest or incompatibility with current position.
- Impairment or detrimental effect on work performance.
- Additional employment that requires performing work-related activities on the School's property during school working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of Summit.

Summit assumes no responsibility for outside employment and does not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment.

SOCIAL MEDIA

Summit recognizes the growing culture and networking of social media, however employees are encouraged to use extreme caution and discretion while using social media and should remain respectful and professional in all communications (by word, image or other means). An employee's use of any social media network and an employee's postings, displays, or communications on any social media network must comply with all state and federal laws and any applicable Summit school policies. Please refer to Summit's Internet and Device Acceptable Use Policy for more detailed information on expectations around the use of social media.

TUITION, CERTIFICATION, RE-CERTIFICATION. LICENSURE

It is the responsibility of employees to ensure that all licensure and certification requirements are met and in compliance according to county, state and federal requirements at all times.

For re-certification and/or re-licensure, employees are strongly encouraged to make full preparations at least nine (9) months prior to expiration of such documents.

At this time, tuition, certification, re-certifications, and/or licensure and any associated fees, are at the expense of the individual employee.

ATTENDANCE, TARDINESS, AND INCLEMENT WEATHER

All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If you find it necessary to be absent or late, you are expected to the contact your team or site leader as soon as possible but no later than one-half hour before the start of the workday. If you are absent from work longer than one day, you are expected to keep your leader sufficiently informed of your situation.

As noted in the section of the Employee Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying a manager will be considered a voluntary resignation from employment.

USE OF E-USAGE, INTERNET AND TECH USAGE POLICY

Summit will permit employees to use its electronic mail, voicemail systems and Internet access subject to the following in accordance with the Summit TriNet Employee Handbook and Summit's Internet and Device Acceptable Use Policy.

CONFIDENTIALITY

All information relating to students is confidential in nature, and may not be shared with or distributed to unauthorized parties. SPS takes student confidentiality extremely seriously, and any student data breach will be fully investigated. All Summit employees who work with student data are required to abide by the Confidentiality Policy as outlined in this document. Failure to maintain confidentiality may result in disciplinary action, up to and including release from employment.

SUPERVISORY OBLIGATIONS

For reporting purposes and promoting effective and efficient working environments, Summit has established the following leadership roles and responsibilities:

Head of Schools/Chief Regional Officer

- Oversee proper running of schools including: curriculum, safety, harassment, hiring, and compliance.
- Direct supervisors of Executive and Assistant Directors

Executive Directors

- Direct supervisors of teachers, office managers, and the assistant director at their school
- Hiring
- Leading the professional development of teachers
- Creating a safe working environment for all employees
- Creating a workplace free of bullying or harassment

Assistant Directors

- Assistant directors have no supervisory obligations but support the Executive Director in their obligations

EMPLOYEE WAGES & HEALTH BENEFITS

COMPENSATION SYSTEM

Summit strives to provide the best, most equitable and cost-effective benefits and compensation for employees in recognition of the influence compensation have on the economic and personal welfare of our employees. Summit is committed to providing competitive compensation and benefits packages in effort to maintain high-quality and high-performing employees.

PAY SCALES

All newly hired employees are placed on pay scales specific to their positions and paid accordingly. The Summit Public Schools pay scales are based on the weighted average of the scales used by districts in which we operate. For positions not normally seen in districts, pay scales are based on the Charter Schools Growth Fund National Compensation Study. Scales were created in 2014/15 and will be updated in 2017.

- For teachers, base pay is determined by "years of teaching experience". Both internal and external experience is considered.
    - Within each "year" range, teachers are paid different amounts depending on degrees. 'Low' is for those pre-credential. 'Mid' is for teachers with credentials. 'High' is for teachers with credentials and relevant advanced degrees.
- For administrators, base pay is determined by "years of administrative experience". Both internal and external experience is considered.
    - Within each "year" range, leaders are paid different amounts depending on degrees. 'Low' is for those pre-administrative credential. 'Mid' is for those with administrative credentials. 'High' is for leaders with credentials and relevant advanced degrees.

TEACHERS*

Years of Experience	Low	Mid	High	Increase
1	$47,693	$50, 203	$52, 713	
2	$49, 601	$52, 211	$54, 822	4.00%
3	$51, 585	$54,300	$57, 015	4.00%
4	$53, 648	$56,472	$59, 295	4.00%
5	$55, 794	$58, 731	$61, 667	4.00%
6	$58, 026	$61, 080	$64, 134	4.00%
7	$60, 347	$63, 523	$66,699	4.00%
8	$62, 761	$66, 064	$69, 367	4.00%
9	$65, 271	$68, 706	$72, 142	4.00%
10	$67, 882	$71, 455	$75, 027	4.00%
11	$70, 597	$74, 313	$78, 029	4.00%
12	$73, 421	$77, 285	$81, 150	4.00%
13	$76, 358	$80, 377	$84, 396	4.00%
14	$79, 412	$83, 592	$87, 772	4.00%
15	$82, 589	$86, 936	$91, 282	4.00%
16	$85, 892	$90, 413	$94, 934	4.00%

* Please note, the most current version of this payscale is held on-line: all employees are encouraged to check this version regularly.

EXECUTIVE/ASSISTANT DIRECTOR

Years of Experience	Low	Mid	High	Increase
1	$88,735	$90,546	$92,357	
2	$92,285	$94,168	$96,051	4.00%
3	$95,976	$97,935	$99,893	4.00%
4	$99,815	$101,852	$103,889	4.00%
5	$103,808	$105,927	$108,045	4.00%
6	$107,960	$110,163	$112,366	4.00%
7	$112,278	$114,570	$116,861	4.00%
8	$116,769	$119,152	$121,535	4.00%
9	$121,440	$123,919	$126,397	4.00%
10	$126,298	$128,876	$131,453	4.00%

*Additionally, competitive compensation packages are available for support staff, based on position classification, years of experience, and education credentials. For specific compensation packages for support staff, please visit Human Resources Department.

RETIREMENT

Retirement Options are administered through Summit-TriNet Benefits:

- Classified Employees
  - Summit Public Schools Retirement Plan administered through Financial Decisions. For additional information please visit http://www.findec.com/
- Certified Employees
  - California State Teacher's Retirement System (STRS). For addtional information, please visit http://www.calstrs.com/

OVERTIME PAY

Under the Fair Labor Standards Act, specific requirements are set for minimum wages, overtime pay, recordkeeping, and standards for child labor for part-time and full time employees.

All certificated employees are exempt from the overtime provisions of FLSA. All classified employees who routinely perform supervisory and management responsibilities are exempt from the overtime provisions of FLSA. All other classified employees are non-exempt and are covered by the FLSA provisions.

All non-exempt classified employees must be paid for all work permitted either as regular pay, overtime pay, or compensatory time. If the non-exempt employees work hours exceed 40 hours a week, Summit is required to pay overtime or compensatory time.

For employees subject to overtime, forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek shall be paid at a rate of one and one-half times the employee's regular rate of pay.

Overtime and compensatory time are permitted only with the supervisor's prior approval.

PAYROLL SCHEDULE

If your pay period is monthly then your payroll begins on the 1st of the month through the last day of each month. Regular paydays will occur on the 26th.

If your pay period is semi-monthly then your payroll begins on the 1st of the month through the 15th and the 16th through the last day of each month. Regular paydays will occur on the 26th of each month and the 10th of following month, unless that day falls on a weekend, then will be the Friday before the weekend.

If the regular pay date is scheduled on a holiday or weekend, your paycheck will be dated the business date prior. Copies of your paychecks are available on TriNet's HR Passport (log in at www.hrpassport.com, then select Myself > My Payroll > Earnings Statements).

MEDICAL BENEFITS

Summit Public Schools offers multiple HMO and PPO health plans administered primarily by Blue Shield of California and Kaiser Permanente through TriNet Benefits. Summit employees can also opt for an Health Savings Account (HSA). Please take note:

- Summit Public Schools pays 75 percent and the employee pays 25 percent of the cost for medical, dental & vision insurance, regardless of the plan chosen. Summit Public Schools pays 100 percent of the cost for life & disability insurance.
- Employees who hold alternative health insurance may decline coverage through SPS and receive an annual reimbursement~~.~~
- Eligible Employees have 30 days from date of hire to enroll, revise, and/or waive insurance benefits. Failure to enroll or waive TriNet medical coverage within the 30-day election period, will result in automatic enrollment in a low-cost medical plan and premiums for this plan will be deducted from the employee’s pay.

WORK TIME, HOLIDAYS & LEAVE OF ABSENCES

WORK SCHEDULE

Generally, business hours are from Monday-Friday, 8 AM to 5 PM. However, as Summit is fully committed to the success of our students and our schools, teaching faculty may be asked to attend meetings outside of these hours and to occasionally attend school events during a weekend. Summit also understands the flexibility needed in order to promote a successful and high-performance learning environment. Supervisors or management will exercise discretion for specific scheduling needs of employees outside of business hours.

The official start date for SPS teachers is August 1st and the last day of work is June 10th.

Generally, teachers are required to work 180 teaching days in each academic year. The date of these teaching days will be specified in individual school calendars. Teaching days are defined as having 8 working hours, including at least one non-working hour of lunch and other breaks.

Teachers are also required to attend 20 days of professional development activities. The date of these professional days will be specified in the Summit Public Schools calendar. Professional days are also defined as having 8 working hours, including at least one non-working hour of lunch and other breaks.

School administrators are required to work each of the 180 teaching days in each academic year. The date of these teaching days will be specified in individual school calendars. Additionally, administrators are regarded as 12 month employees and will work the remainder of the academic year, less their Paid Time Off.

ACADEMIC CALENDAR

Generally, the **Academic Year** is defined as July 1st until June 30th of the following year. Special days such as school closings, faculty development days and any other school mandated workdays are outlined in individual school calendars.

PAID TIME OFF (PTO)

As a high-trust organization, SPS believes that our employees will put the interests of students and Summit first, making good, smart choices on behalf of the organization. Every employee values different things when it comes to paid leave. Our leave system should reflect this, not restrict it. Our Paid Time Off (PTO) policy works as follows:

- SPS provides a “take the time you need” leave policy. Every employee uses personal discretion around the number and timing of personal and sick days taken.
- Employees work with their managers to make sure they are providing a fair and reasonable amount of work, ensuring that they meet their deadlines and other work commitments.
- Employees planning 3 or more consecutive days leave need approval from their manager. (Advance notice of all time off from work, whenever possible, is highly encouraged.) Approval is the default position.
- Managers get the ultimate say over personal time off; more importantly, they act as key resources for helping employees decide what leave to take
- SPS adheres to existing Family Medical Leave Act per state and federal guidelines, provided necessary documents are furnished upon request.
- SPS reserves the right to request a doctor’s note upon returning to work for any sick leave taken for (3) consecutive days or greater

HOLIDAYS

As part of the PTO policy, Summit observes 11 federal holidays each year. No one is expected to work on these days.

- Martin Luther King, President’s Day, Memorial Day, 4th of July, Labor Day, Veteran’s Day, Thanksgiving Day, Day after Thanksgiving, Christmas Eve, Christmas Day and New Year’s Day
- The organization is also closed for three weeks each year: the week of 4th July; Thanksgiving week; and Dec 24 - Jan 1. During this time, all employees take a mixture of holidays and paid time off. No one is expected to work during these weeks.
- Our holiday and week-long closures are a part of PTO for all employees, and are factored into all discussions around leave and productivity.

INDUSTRIAL INJURY LEAVE (WORKERS COMPENSATION)

SPS, in accordance with federal and state laws, provides insurance coverage for employees in case of work-related injuries. The workers’ compensation benefits provided to injured employees may include:

- Medical care;
- Payments to replace lost wages; and

- Vocational rehabilitation to help qualified injured employees return to suitable employment.
- Light-duty job, if medically approved.

To ensure you receive any worker's compensation benefits to which you may be entitled, you will need to:

- Immediately report any work-related injury to an Office Manager and/or the Human Resources team;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Office Manager to be forwarded to the Human Resources team; and
- Provide Summit with a certification from your healthcare provider on the need for workers' compensation disability leave, as well as your ability to return to work. *

**The right to receiving worker's compensation benefits could be forfeited, if injury is not reported within 30 days of incident.*

PARENTAL LEAVE

10 days of fully paid leave is granted for maternal or paternal leave, and must be taken within 12 months of a birth or adoption event. This fully paid leave is in addition to other leave such as Family Medical Leave.

BEREAVEMENT LEAVE

5 days of fully paid leave is granted for bereavement per 12 month period for the bereavement of an immediate family member.

JURY DUTY LEAVE

Up to 5 days of fully paid leave is granted for jury duty per 12 month period. Any further jury duty days will be unpaid. (Maximum number of days taken will be defined by the court.)

VOTING TIME OFF

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off time to vote. Such time shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined.

Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. Summit Public Schools asks that employees give advance notice of these requests.

EMPLOYEE HEALTH & SAFETY

EMPLOYER INFORMATION & PROPERTY

While Summit is committed to transparency and full disclosure of the School, employees are encouraged to maintain a high level of integrity and cautiousness with any information, records or property that is acquired. Should an employee leave Summit, the employee will be asked to return any School property that the employee has in his/her possession, including without limitation, documents, roll books, files, records, manuals, information stored on a personal computer or on a computer disc, supplies, and equipment or office supplies.

INTERNAL INVESTIGATIONS & SEARCHES

On rare occasions, SPS may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so. Whenever necessary, in SPS, discretion, employees' work areas (i.e. desks, file cabinets, lockers, etc.) and personal belongings (i.e. briefcases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate.

SPS will generally try to obtain an employee's consent before conducting a search of work areas and personal belongings, but it may not always be able to do so.

SECURITY PROTOCOLS & BUILDING SECURITY

SPS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Please report any suspicious persons or activities to the Executive/Assistant Director. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around that may be accessible. The security of facilities as well as the welfare of all Summit employees depends upon the alertness and sensitivity of every individual to potential security risks. You should immediately notify a school Director when keys are missing or if security access codes or passes have been breached.

All employees who are issued keys to the office are responsible for their safekeeping. The last employee, or a designated employee, who leaves any school site at the end of the business day assumes the responsibility to ensure that all doors are securely locked, the alarm system is armed, thermostats are set on appropriate evening and/or weekend setting, and all appliances and lights are turned off with exception of the lights normally left on for security purposes.

OCCUPATIONAL SAFETY

SPS is committed to providing and maintaining a healthy and safe work environment for all employees.

You are required to know and comply with Summit's Injury and Illness Prevention Program (IIPP) and to follow its directions on safe and healthy work practices at all times. You are required to report immediately to your team or site leader any potential health or safety hazards, and all injuries or accidents.

ACCIDENT/INCIDENT REPORTING

It is the duty of every employee to immediately (or as soon as is practical) report any accident or injury occurring during work or on Summit premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

FIRE & EMERGENCY DRILLS

During each school year, each SPS site will conduct fire and emergency drills for the purpose of giving students and employees the ability to safely and calmly respond to emergency situations.

In accordance with CA EDC:32001, SPS shall sound the fire alarm no less than once every calendar month and:

- At least (4) four fire drills per school year (Intermediate level)
- At least (2) two fire drills per school year (Secondary level)

Additionally, each SPS site will conduct no less than (1) one earthquake drill per semester and no less than (1) emergency situation drill per school year.

EMPLOYEE SAFETY TRAINING

SPS reserves the right to conduct mandatory health and safety training where applicable. Training may be held on-sight by designated personnel such as Directors or Summit expert team leads, or provided by outside training consultants.

Training shall be provided:

- When an employee is hired, when an employee is given a new work assignment for which training has not previously been given; and
- When a new hazard (chemical or physical) is introduced into the workplace.

At a minimum, safety training for employees will include:

- Recognition of safety hazards;
- General and job-specific health and safety practices; and
- State regulations and safety policies applicable to the job.

EMPLOYEE ALLOWANCES & REIMBURSEMENTS

PHONE STIPEND

Employee based exclusively at one school site will not receive a cell phone stipend. For other Summit employees, whose mobile work means they have restricted access to SPS phone systems, monthly stipends may be issued, according to the following guidelines:

- Executive/Director level: $30 monthly
- Administrative/Faculty/Support Staff: $15 monthly

ELECTRONIC DEVICES

Full time employees are given laptops which are to be used primarily for work-related tasks. If such devices are lost or stolen, employees will report such incident to their supervisors. Should there be a second occurrence in which an electronic issued device is lost or stolen, SPS reserves the right to ask for replacement or reimbursement for such items. However, only SPS teachers are eligible to keep individually distributed laptops after successful completion of two years of service, provided that there are no pending disciplinary actions at the time of separation.

TRAVEL REIMBURSEMENTS

SPS recognizes that employees may be required to travel or incur other expenses from time to time. Our policy is to reimburse only reasonable and necessary travel expenses incurred by personnel. Employees are required to exercise discretion and good business judgement with respect to all expenses and to report expenses with supported documentation.

Travel arrangements (airfare, car, and hotel) are made through CONCUR and should adhere to the following guidelines:

Airfare

- Airfare greater than $600 requires manager approval
- Airfare greater than cheapest offered flight requires manager approval
- Airfare tickets are purchased at “Coach” level only

**Preferred Airlines- Southwest Airlines, American Airlines*

Hotel

- Managers will be notified of hotel accommodations greater than $200 per day or $25 above lowest rate available

Car

- Managers will be notified of car rentals greater than $50 per day

Travel arrangements made outside of CONCUR will follow the same aforementioned policies and/or guidelines. Other travel reimbursements may include, but are not limited to, mileage, toll fees, parking, meals and are subject to review on a case by case basis for reimbursement. Receipts and proof sale are required for all reimbursement requests.

**Preferred Car Rental Companies- Enterprise, National*

SEPARATION FROM EMPLOYMENT

EMPLOYMENT TERMINATION

Should it become necessary for you to terminate your at-will employment with the School, please notify your team or school site leader as far in advance as possible. At least two (2) weeks' notice is expected whenever possible.

When you terminate your at-will employment, you will be entitled to all wages due. If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

EXIT INTERVIEWS

In voluntary resignation situations, SPS likes to conduct exit interviews to collect data on employees' reasons for leaving and their perspectives of the organization. During exit interviews, employees are asked for insights into areas for improvement that Summit can make. Exit interviews are not mandatory but employees are encouraged to participate in them.

RETURN OF PROPERTY

Property issued/purchased for you, including but not limited to, computer equipment and keys, must be returned to SPS at the time of employee's separation of employment from SPS. Employees will be responsible for any lost or damaged items. The value of any property issued and not returned may be deducted from the employee's paycheck.

POST-EMPLOYMENT INQUIRIES

In the event an employee's employment with SPS is terminated, either voluntarily or involuntarily, SPS may be able to provide a reference to potential employers. Employees of SPS should not under any circumstances respond to any requests for information regarding another employee unless it is part of their assigned job responsibilities. Employees who receive requests for information regarding other employees should forward those requests to Summit's Human Resources team.

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE MANUAL

I have received a copy of the Summit Employee Manual. I acknowledge my obligation to read and understand its contents, in addition to the TriNet Employee Handbook, and further acknowledge and agree that:

The employee manual intended as an extension of, and a supplement, to the Summit Public Schools' Employee Handbook. Nothing in this manual is to override, amend or abandon any policies described in the Summit-TriNet Employee Handbook.

Neither this employee manual, nor any other written or unwritten policy or practice is intended to create an express or implied contract, covenant, promise, or representation between School and the employee.

I understand that I am free to resign at any time, and the School may terminate me at any time.

I understand that Summit reserves discretion to add, change or rescind any policy or practice at any time, with or without prior notice, and that any such addition, revocation, or modification shall not alter the employment at-will relationship.

____

Employee Name (print)

____

Employee Signature

____

Date

EMPLOYEE HANDBOOK

TriNet
Ambitions Realized®

Welcome to TriNet

Dear Colleague,

Welcome to TriNet! As a successful professional, you have high standards and expectations. TriNet does, too. We therefore take great pride in being able to provide you with this informative handbook, designed to tell you not only about the highly competitive benefits and other perquisites we provide, but also about our well-developed policies and procedures.

The companies with which we associate are a high-powered group, and we are committed to making a significant contribution to their success. We are also committed to contributing to your own success. Read on to learn more about what you can expect from TriNet and about what is expected of you.

Please feel free to contact us with any questions; we are always happy to hear from you. We look forward to helping you achieve success and prosperity.

Best wishes,

Burton M. Goldfield President & CEO of TriNet

IMPORTANT NOTICE ABOUT THIS HANDBOOK

This handbook applies both to employees who work for a TriNet customer company, as well as employees who work directly for TriNet (a.k.a., TriNet corporate colleagues). Where there is a need to distinguish between the two types of employees, the terms “TriNet corporate colleague” and “worksite employee” will be used. Where necessary to distinguish between a customer company and TriNet, the term “your company” will be used to refer to the customer company and TriNet will be referenced by name. When the term “the company” or “we” is used, it refers to TriNet and/or the customer company, as appropriate.

The contents of this handbook are intended to provide you with an overview of the company’s benefits, policies, procedures, and rules.

Of course, it is not possible for this handbook to address every situation that may arise or to provide information that answers every possible question. In addition, circumstances undoubtedly will require changes to the company’s offerings, policies, procedures, and rules from time to time. For these reasons, the company reserves the right to change any of its offerings, policies, procedures, or rules at any time, with or without notice, with the exception of the at-will employment policy summarized below.

Your employment is at-will, unless there is a written agreement to the contrary signed by an authorized representative of the company. (To affect the nature of your employment with TriNet, any such agreement must be signed by the President of TriNet.) The at-will employment policy means that, in the absence of such an agreement, either you or the company may terminate your employment at any time, with or without cause, and with or without advance notice.

TriNet is the single-employer sponsor of the TriNet Group, Inc. Section 125, Section 129, and Flexible Spending Account Plan (the “TriNet Benefits Plan”). If you are eligible to participate in TriNet benefits under the TriNet Benefits Plan, then references to TriNet benefits in this Handbook will apply to you. However, if you are not eligible to participate in certain or any TriNet benefits under the TriNet Benefits Plan – either, for example, because you do not meet eligibility requirements or because your company has not contracted with TriNet to make certain or any TriNet benefits available to you – then references to TriNet benefits in this Handbook will not apply to you. Nothing in this Handbook is a guarantee of benefits coverage under the TriNet Benefits Plan.

Unless and until superseded by a subsequent notice and handbook, this notice and handbook apply to all employees regardless of date of hire and supersede any prior notice, handbook, or policies on the same subjects, except as otherwise indicated in this handbook.

Chapter One: Overview of TriNet and the TriNet Online Platform

TriNet: Who We Are and What We Do

TriNet is a Professional Employer Organization, or PEO, that helps customer companies administer pay and benefits, among other things.

In short, TriNet takes a lot of the hassle out of being an employer and tends to get the best value for many of its services. For example, as the single-employer sponsor of the TriNet Benefits Plan, TriNet offers comprehensive benefits packages comparable to those offered by Fortune 500 companies. It also offers the advantages of a secure internet-accessed online platform, trinetpassport.com, and a back-end technology platform powered by Oracle- PeopleSoft.

TriNet was founded in San Leandro, California, in 1988, and has grown quickly, acquiring a number of PEOs and other companies in the process. With a wide national presence, TriNet owes its growth to being good at what we do—providing a complete HR solution for growing companies.

As an employee, you are welcome to submit comments or suggestions to TriNet at any time. Call, write, or email (refer to the end of this chapter for contact information) and let TriNet know how to serve you better.

Companies who partner with TriNet become TriNet customer companies. Customer companies and employees are affiliated with TriNet through a co-employer relationship. In partnering with TriNet, customer companies elect to share several important employer responsibilities with TriNet. As long as the relationship is active, TriNet has responsibility for paying wages, sponsoring and administering benefits, processing and maintaining certain employee records, and performing other related HR functions. Accordingly, if you are a worksite employee, TriNet is your employer of record for administrative purposes (and the TriNet name therefore appears on your tax records and paycheck stubs, for example), yet your company is your employer for day-to-day job responsibilities and requirements.

The TriNet Online Platform: Your Online Home Away From Home

TriNet provides you with a secure internet-based portal, the TriNet online platform, to address your human resources needs. You'll find the TriNet online platform to be a tremendous resource. The more you use it, the more you'll appreciate its advantages.

If you are new to TriNet, there are a few things you should take care of right away on the TriNet online platform.

- **I-9:** TriNet utilizes a secure online process to document your Employment Verification Eligibility. You will find the link on the homepage under Important Notices. This must be completed within three business days of your hire date.
- **W-4:** Complete your desired tax withholding allowances via *trinetpassport.com > Myself > My Payroll > Tax Withholding*.
- **Direct Deposit:** Enroll for this benefit online via *trinetpassport.com > Myself > My Payroll > Direct Deposit*. You may designate up to five separate accounts.
- **Benefits Enrollment:** If you are eligible for TriNet benefits, then you must enroll in or waive TriNet benefits within 30 days of your benefits eligibility date.

  If you fail to submit a TriNet medical benefits election or fail to waive TriNet medical coverage within the 30-day election period, you automatically will be enrolled in the lowest-cost, employee-only (no dependents may be enrolled) TriNet PPO medical plan available in your area, **and corresponding premiums for this plan will be deducted from your pay.**

New Employee Orientation: You have on-demand, 24/7 access to the online New Hire Orientation on trinetpassport.com under Resources.

Additional things you can do through the TriNet online platform:

- View an electronic copy of your paycheck. This can be quite useful if you need to print out copies of recent paychecks for financial transactions or simply for your own records. You'll also have copies of your paychecks and W-2 forms available online at any time or any place.
- Update personal information, including your name, address, emergency contact information, and mailing address.
- Set up and change your tax withholdings.
- Change your life insurance beneficiaries.
- Keep track of your flexible spending accounts (FSAs).
- Make your benefits elections during each TriNet Open Enrollment. You can also review your current TriNet benefits elections at any time.
- Access extensive information about TriNet benefits, including the TriNet Benefits Guidebook and Summary Plan Description (the "Guidebook") at *trinetpassport.com > Myself > My Benefits > Summary Plan Description*.
- If you are a manager, complete special functions for hiring, terminations, reports, payroll entry, and employee administration.
- Access discounts on electronics, apparel, entertainment, and much more. For more information visit *trinetpassport.com > Myself > My Benefits > TriNet Perks*.

A Word about Security

As you can see, the TriNet online platform holds a great deal of confidential data. For that reason, TriNet takes your privacy seriously, and has taken every measure to ensure that you can enjoy the convenience of the TriNet online platform without worrying about the confidentiality of your information. Remember to keep your User ID and password confidential.

The Terms and Conditions Agreement (TCA)

When you first log into the TriNet online platform, you will be asked to read and accept the TriNet Terms and Conditions Agreement (TCA). Please read the TCA carefully and make sure you understand it, as it contains important information regarding your use of the TriNet online platform and online services, your employment relationship with TriNet, and related matters. Your acknowledgement and acceptance of the TCA is a condition not only of your use of the TriNet online platform and online services but also of your employment with TriNet. With respect to IRS Form W-2, COBRA notices, and any other notice for which consent to electronic delivery is required by law, you agree and consent to electronic delivery by email or via such other method permitted by law. If you fail to acknowledge the TCA, you will not become employed by TriNet and will not be paid by TriNet. You will receive an email confirming your acceptance of the TCA.

If you are eligible for TriNet health plans, the email will also contain your Initial COBRA Notification Letter, which TriNet is required to send to you in accordance with the federal Consolidated Omnibus Budget Reconciliation Act (COBRA). Please read the notice to familiarize yourself with your rights and obligations under COBRA.

A copy of the TCA is always available for review via *trinetpassport.com > My Company > Policies > TriNet TCA*.

Updating Your Information through the TriNet Online Platform

For a variety of reasons, including to ensure dependable, accurate, and timely delivery of your payroll and/or benefits information, TriNet needs to have your current name, address, email address, telephone number, emergency contacts, and family status. You are required to use the TriNet online platform to keep such information up to date.

If There's a Parting of the Ways

If your relationship with TriNet ends for any reason, you will receive further information on COBRA continuation coverage, if you are eligible for such coverage. The TriNet online platform remains available after your termination of employment so that you can access necessary information.

How to Keep in Touch With TriNet

We believe in the importance of communication. For that reason, there are numerous ways to get in touch with TriNet:

If you are a worksite employee:

- **Employee Solution Center.** Call the Employee Solution Center at 800.638.0461. For hours of operation, visit *trinetpassport.com* > *HR Support* > *Contact Us*. Your Employee Solution Center representative either will personally address your issue or contact the appropriate TriNet professional to assist you.
- **Employee Solution Center emails.** Send an email to the Employee Solution Center via employees@trinet.com.
- **trinetpassport.com cases.** Submit a case to the Employee Solution Center via *trinetpassport.com* > *HR Support* > *Self Service* > *Add Case*. To refer to a previously submitted case, navigate to *trinetpassport.com* > *HR Support* > *Self Service* > *Manage My Cases*.
- **Mail.** Use regular mail in instances where an original document is required or other methods of communication are not ideal. Unless otherwise instructed, please forward such correspondence to the TriNet corporate address:

TriNet HR Corporation

Attn: [Add appropriate department (i.e., Benefits, Payroll, etc.) or TriNet professional] 1100 San Leandro Blvd., Suite 400, San Leandro, CA 94577.

If you are a TriNet corporate colleague:

Contact the TriNet Corporate Human Resources team via MYHR@trinet.com. Your Corporate Human Resources representative either will personally address your issue or contact the appropriate TriNet professional to assist you.

Facsimiles to the TriNet Corporate Human Resources fax number. Transmit certain confidential documents to the TriNet Corporate Human Resources fax number: 510.875.7464.

Mail. Use regular mail in instances where an original document is required or other methods of communication are not ideal. Unless otherwise instructed, please forward such correspondence to the TriNet corporate address:

TriNet HR Corporation

Attn: [Add appropriate department (i.e., Benefits, Payroll, etc.) or TriNet professional] 1100 San Leandro Blvd., Suite 400, San Leandro, CA 94577.

Chapter Two: General Conduct Standards and At-Will Employment

We are committed to the highest standards of conduct at every level, and we depend upon the personal and professional integrity and dedication of all employees to help uphold these standards. Your honorable character and helpful behavior are assets and a credit to the company. To help maintain a positive work environment for you and your co-workers, we rely on you to behave according to the provisions set forth in this handbook and in other company policies and directives. Failure to comply with company guidelines may result in disciplinary action, up to and including termination of employment.

This chapter of the handbook is not intended to address every situation that might arise but is intended to highlight the company's expectations regarding your conduct in general. Nothing in this chapter alters our at-will employment policy, which is set forth below.

Nothing contained in this chapter or any other part of the handbook shall be interpreted or applied, and nothing herein is in any way intended, to interfere with your rights to engage in protected concerted activity under Section 7 of the National Labor Relations Act, or prevent employee communications regarding wages, hours, or other terms and conditions of employment.

At-Will Employment

You are employed on an at-will basis, unless there is a written agreement to the contrary signed by an authorized representative of the company. (To affect the nature of your employment with TriNet, any such agreement must be signed by the President of TriNet.) This at-will employment policy means that, in the absence of such an agreement, as an employee, you have the right to terminate your employment at any time, with or without cause, and with or without advance notice. It also means that, in the absence of such an agreement, we have the option of ending your employment with us at any time, with or without cause, and with or without advance notice. In addition, it means that, in the absence of such an agreement, the terms and conditions of employment, including, but not limited to, your compensation, benefits, duties, schedule, and location of work, may also be changed at any time in the company's sole discretion, with or without cause, and with or without advance notice, and you may be transferred, promoted, or demoted, with or without cause, and with or without advance notice.

The at-will employment policy cannot be changed except by way of a different policy set forth in a subsequent handbook signed by the President of TriNet. Thus, for example, no course of conduct, years of service, provision of this handbook, or general statement of any sort can change this policy.

Policy Against Harassment and Discrimination

We are committed to creating a respectful, courteous work environment free of unlawful discrimination and harassment of any kind, and we are committed to taking all reasonable steps to prevent it and address it. We will not tolerate harassment relating to any characteristic protected under applicable law by any employee, contractor, vendor, customer, or visitor. In addition to any disciplinary action we may take, up to and including termination of employment, offenders may also be personally liable, in the event of litigation, for damages and attorney's fees and other costs of litigation.

Except where otherwise indicated, the term "harassment," as used in this policy, refers to behavior that is related to any characteristic protected under applicable law and that is personally offensive, intimidating, or hostile, or interferes with work performance, regardless of whether it rises to the level of violating the law. In other words, this policy is stricter than the law, in that this policy defines harassment more broadly than does the law.

What is Sexual Harassment?

Under various state and federal laws, sexual harassment includes, but is not limited to, making unwanted sexual advances and requests for sexual favors where:

- Submission to such conduct or communication is either explicitly or implicitly made a term or condition of an individual's employment; or
- Submission to or rejection of such conduct or communication by an individual is used as a basis for employment decisions affecting such individual; or
- Such conduct or communication has the purpose or effect of unreasonably interfering with an individual's work performance or creates and/or perpetuates an intimidating, hostile, or offensive work environment.
- As defined by law, sexual harassment can also take the form of other unwelcome conduct or communication that has the purpose or effect of unreasonably interfering with an individual's work performance or creates and/or perpetuates an intimidating, hostile, or offensive work environment. Such other conduct or communication sometimes takes the form of verbal abuse of a sexual nature, unwanted touching, leering, sexual gestures, a display of sexually suggestive objects or images, sexually explicit or offensive jokes, stories, cartoons, nicknames, slurs, epithets, and other communications of a sexual nature.

What Are Other Kinds of Harassment?

In addition to sexual harassment, the company prohibits all other harassment based on age, race, color, national origin, gender (including pregnancy, childbirth or medical condition related to pregnancy or childbirth), gender identity or expression, sexual orientation, religion, physical or mental disability, medical condition, genetic information, marital status, veteran status, military status, or any other characteristic protected by federal, state, or local law.

Forms of Harassment

Harassment may take many forms, including:

- **Verbal**. Epithets; derogatory comments, slurs, or name-calling; inappropriate jokes, emails or any other form of written communication, comments, noises, or remarks; repeated requests for dates, threats, propositions, unwelcome and unwanted correspondence, phone calls, and gifts; or other unwelcome attention.
- **Physical**. Assault; impeding or blocking movement; physical interference with normal work or movement; unwanted and unwarranted physical contact, such as touching, pinching, patting, grabbing, brushing against, or poking another employee's body.
- **Visual**. Inappropriate images (whether in photographs, posters, cartoons, drawings, paintings or other forms of imagery); displaying inappropriate images, writings or objects; staring at or directing attention to an employee's anatomy; leering; sexually oriented or suggestive gestures.
- **Cyberstalking**. Harassment using electronic communication, such as e-mail or instant messaging (IM), or messages posted to a website, blog, or discussion group.

These kinds of behavior can occur in one-on-one interactions or in group settings and can involve a co-worker, manager, vendor, customer, visitor, or agent of the company. Sexual harassment can also occur in the context of a relationship that was once consensual but has changed so that the behavior is no longer welcome by one party. It is impossible to specify every action or all words that could be interpreted as harassment. The examples listed above are not meant to be a complete list of objectionable behavior. Make a point of paying attention to others' reactions and stated requests and preferences, respecting their wishes, and treating them in a professional manner, regardless of gender, race, religion, nationality, age, sexual orientation, sexual identity or expression, or other protected characteristic.

Reporting and Investigating Harassment

If you believe anyone is harassing you or another individual in the workplace, we encourage you, if comfortable doing so, to tell the harasser in clear language that the behaviors or advances are unwelcome or unwanted and must stop. The individual may not realize the behavior is offensive and a simple communication may effectively end the behavior. However, if you are not comfortable engaging in such communication or the behavior does not stop following such communication, you should immediately report your concern to your manager, any other company manager or official, your TriNet HR Representative or the TriNet Employee Solution Center. Report the facts of the incident, including what happened, when, where, how often, and the names of the accused and any witnesses. Managers should immediately report any suspected incidents of harassment of others to a TriNet HR Representative.

All harassment claims will be investigated in a timely, objective, and thorough manner as confidentially as possible. All employees are expected to cooperate fully in any investigation. If it is determined that prohibited harassment has occurred, the appropriate corrective action, up to and including termination of employment of the offending employee, will be taken along with any additional steps necessary to prevent further violations of this policy.

Protection against Retaliation

Neither the company nor the law will tolerate any form of retaliation against any employee who opposes discrimination or prohibited harassment, makes a complaint, or participates in any manner in an internal investigation or an investigation, proceeding, or hearing conducted by a state or federal agency or court. If you believe that you have experienced or witnessed retaliation, you should immediately report your concern to your manager, any other manager or officer, a TriNet HR Representative or the TriNet Employee Solution Center. Any employee who engages in retaliation will be subject to disciplinary action, up to and including termination of employment, as well as possible legal consequences.

Standards of Performance and Conduct

Like other organizations, we require order and discipline to succeed and to promote efficiency, productivity, and cooperation among employees. For this reason, we think it is helpful to identify some examples of types of conduct that are impermissible and that may therefore lead to disciplinary action, possibly including immediate discharge:

- Refusing to accept appropriate work assignments or refusing to perform tasks assigned by a supervisor in the appropriate manner.
- Refusing to follow your manager’s appropriate instructions or directions, or engaging in other insubordinate conduct.
- Conducting personal business, including outside employment, on company time or with company equipment, supplies, or other resources, unless allowed to do so by law.
- Possessing or using weapons, dangerous or unauthorized materials, liquor (unless authorized), or illicit drugs in the workplace. (This is not to be read as interfering with a legal right, in those states that recognize such a right, to store lawfully possessed firearms in one’s vehicle while it is in an employer-provided parking area.)
- Sleeping or being impaired by alcohol, illegal drugs, or intoxicants while on company property, while on duty, or while operating a vehicle or potentially dangerous equipment leased or owned by the company.
- Falsifying information, including time or expense reports; intentionally “punching” another employee’s time card literally or figuratively; removing or destroying any time-keeping record without authorization.
- Damaging, destroying, removing without authority, or failing to return any property (physical or intellectual) belonging to the company, fellow employees, customers, or anyone on company property.

- Fighting, horseplay, practical jokes, or other disorderly conduct that could endanger or disturb any employee, contractor, customer, or vendor of or visitor to the company.
- Unjustifiably interfering with the performance and/or business of other employees or visitors.
- Inappropriately threatening, intimidating, bullying, or coercing any employee, contractor, customer, or vendor of or visitor to your company, in any manner, including by use of abusive or vulgar language.
- Engaging in any unlawful harassment or discrimination against a co-worker, customer, or vendor.
- Engaging in illegal activities or conduct that poses a health or safety hazard, including smoking in non-smoking areas.
- Soliciting or accepting gratuities from customers or vendors.
- Holding unauthorized gatherings on work premises or admitting unauthorized persons into the work place, unless allowed to do so by law.
- Any conduct that reflects adversely on your company or other employees, unless protected by law.
- Improperly releasing confidential information including, but not limited to, confidential information about company customers, vendors, or employees, unless required or allowed to do so by law.
- Violation of any company rule, practice, or policy, including any policy in this Handbook.
- Unsatisfactory performance.
- As already noted, the above is not a comprehensive list of all types of impermissible conduct and performance, and nothing in this handbook (including this policy) alters the at-will employment policy.

Code of Business Ethics and Conduct (Code)

This Code applies to you only if you are a worksite employee whose company does not have its own such Code. TriNet corporate colleagues are subject to a different Code which they may access via the TriNet online platform.

Your company has a responsibility to conduct its business in strict compliance with all applicable laws and regulations, and it is the company's policy to do so. Your company therefore expects employees to act in accordance with the highest standards of business ethics both on and off company premises, to avoid any appearance of impropriety, and to observe all applicable laws and regulations while conducting business on the company's behalf.

You are expected to abide by the spirit as well as the letter of this Code. You are also expected to cooperate with any inquiries or investigations concerning a possible or suspected violation of this Code. Any employee's failure to fulfill his or her responsibilities under this Code may result in disciplinary action, up to and including immediate termination of employment.

Ethical Standards

Your company is committed to conducting business in a fair and open manner within the spirit and letter of the law, with the highest regard for customers, the community, and employees. Your company's success depends not only on the knowledge, skills, and abilities of employees, but also on sound judgment, self-discipline, common sense, and integrity. As such, all employees are required to maintain and uphold the following common ethical standards:

- To pursue company objectives in a manner that does not conflict with the integrity of the company or the public interest;
- To be truthful and accurate in all you say and do;
- To protect confidential information;
- To treat fellow employees with respect and dignity;

- To observe all laws, regulations, ordinances, and rules applicable to the operation of the business;
- To maintain honest and fair relationships with all company vendors;
- To ensure quality and value in the company's products/services and relationships with customers and vendors; and
- To avoid, during the course of your employment, any situations that may engender any conflict between the personal interests of employees and the business interests of the company, except to the extent the law permits otherwise.

Conflicts of Interest

Your company insists on the undivided loyalty of all employees, including management and non-management staff, except to the extent doing so would be inconsistent with applicable law. Subject to that caveat, employees must not engage in any conduct, and must avoid situations, that would create an actual or potential conflict of interest or create the appearance of such a conflict.

Conflicts of interest arise when an employee's personal activity or personal interest is contrary to the interests of the company. These personal activities or interests may influence the employee's judgment, causing the employee to make decisions based upon the potential for personal gain, rather than in the best interests of the company.

To prevent conflicts of interest, the following behavior is deemed unacceptable and unethical, except to the extent the law provides otherwise:

- Receiving or giving of merchandise, money, services, travel, accommodations, or lavish entertainment that might appear to have been given to influence a business decision. Gifts offered or received at any time that are of more than minimal or token value shall not be accepted and shall be returned to the sender with an appropriate explanatory note or letter.
- Maintaining personal, business, or financial relationships with a customer or vendor where the employee has control or influence over the company's relationship with that customer or vendor. For example, employees should not borrow from or lend personal funds to a customer or vendor of the employee's division.
- Using information developed or learned on the job for personal or familial benefit. This includes the use of company databases, financial information, and intellectual property.
- Maintaining outside directorship, employment, or political office that might appear to or actually conflict or compete with an employee's responsibilities.
- Conducting company business with, or using position or authority to influence the company to conduct business with, family members.
- Unauthorized sharing of confidential or proprietary company-related information with business associates or representatives of other companies.

The list above serves only to illustrate sources of possible conflicts of interest and does not constitute a complete list of all the situations that may result in a conflict of interest. Ultimately, it is the responsibility of each employee to avoid any situation that could affect his/her ability to judge situations independently and objectively, and any situation that could even appear to be a conflict of interest. It is important to note that under certain circumstances, conflicts of interest can amount to violations of criminal law. Any doubts should be resolved in a discussion with your manager, TriNet HR Representative, or your company's legal counsel.

Employment of Relatives and Significant Others

To avoid conflicts of interest and to promote stability and goodwill in the workplace, we usually don't hire or transfer relatives into positions in which they supervise or are supervised by another close family member. We also try to avoid placing them in positions in which they work with or have access to sensitive information about family members. The same general considerations apply if two employees marry or become involved in a domestic-partner relationship. If a supervisory, security, morale, safety, or other conflict results from the relationship, we reserve the right to use our discretion in hiring and placing employees in a manner designed to avoid these concerns. One of the employees may be transferred—or, if necessary, terminated—to resolve the situation.

The term "relatives," as used in the preceding paragraph, refers to a spouse or domestic partner, parents, legal guardians, siblings, children, grandparents, grandchildren, or current in-laws. (Natural, step- or adopted relationships are included in this definition.) This Code also applies to significant others. In addition, if a conflict or appearance of a conflict arises because of a dating relationship, at our sole discretion, the conflict may be resolved by transfer of one or both employees or termination of employment. There may be other considerations or restrictions based on job requirements and situations specific to your company. Check with your manager for clarification.

Recognizing & Reporting a Conflict

It is essential that all employees pay close attention to possible violations of the Code of Business Ethics and Conduct, whether they occur because of an oversight or intention. Any employee who is aware of possible violations should notify his or her manager, a company officer, a TriNet HR Representative, or, if applicable, your company's legal counsel. If you are not sure whether there is an ethical problem, it is better to ask.

Here are some signs to watch for:

- You feel uncomfortable about a business decision, or about something you've been asked to do.
- You have witnessed a situation that made you or someone else feel uncomfortable.
- You feel that the company would be embarrassed, or face legal implications, if the situation were revealed to the public.

Violation of the Code

Violations of this Code will be grounds for discharge or other disciplinary action, adapted to the circumstances of the particular violation. Disciplinary action will be taken against individuals who authorize or participate directly in a violation of the Code. Disciplinary action also may be taken against any of the violator's managerial superiors, to the extent that the circumstances of the violation reflect inadequate supervision and leadership by the superior.

Compliance with the Code will be considered in the evaluation of each individual's overall performance.

Complaints of Retaliation as a Result of Disclosure

If an employee or applicant believes that he or she has been retaliated against for disclosing information regarding misconduct under the Code, he/she should file a written complaint with any company manager, any company officer, or a TriNet HR Representative. It is company policy to encourage employees to come forward with any safety, ethical, or legal concerns. Retaliation against those who bring forward these types of related concerns or complaints will not be tolerated.

Additional Workplace Policies

Endorsements and Solicitations

To avoid disruption of operations, employees may not solicit or distribute material for any cause or purpose during employee working time (which does not include rest periods, meal periods, or any other times when employees are properly not engaged in performing their work tasks). No employee should imply endorsement by the company for a particular product or service without proper authorization.

Electronic Communications

Worksite employees whose companies have their own electronic communications policies are not covered by this policy.

As we become increasingly dependent on technology to conduct business, employees typically have access to one or more forms of electronic media and service (computer, email, instant messaging, telephones, cellular phones, PDAs, voicemail, fax, online services, Intranets, and the World Wide Web). This policy extends to all features of the company's electronic communications systems, including computers, e-mail, instant messaging, connections to the Internet and Web, and other external/internal networks, voicemail, video conferencing, facsimiles, and telephones (collectively defined as electronic resources). Any other form of electronic communication used by employees currently or in the future is also intended to be included under this policy.

All information created, sent, received, or stored on the company's electronic resources is company property. Such information is not the private property of any employee and employees should have no expectation of privacy in the use or contents of the company's electronic resources. Passwords do not confer any right of privacy upon any employee of the company. Employees should understand that the company may monitor the usage of its electronic resources and may access, review, and disclose information stored on its electronic resources, including messages, personal e- mail communications sent and received on the employer's computers but using private e-mail accounts, and other data, at any time, with or without advance notice to the user or the user's consent. In order to ensure that the usage of such company-provided materials remains ethical and lawful, employees must abide by the following guidelines:

- All business equipment, electronic and telephone communications systems, and all communications and stored information transmitted, received, or contained in the company's electronic resources are the company's property and are to be used for job-related purposes. Employees may engage in limited personal use of such systems and equipment during nonworking time, provided that such use does not violate company policies included in this handbook and does not interfere with any employee's performance of job duties.
- Employees may not download or otherwise import programs, files, media or documents into the company's computer equipment except as authorized by the company.
- Use of portable drives to download company information for any purpose other than company business is prohibited without the advance written approval by the company's management.
- The company may monitor use of any systems and equipment for any reason.
- The employee in whose name an account is issued by the company is responsible for its proper use at all times.
- The company reserves the right to determine the appropriate use of its electronic resources and its decision is final.
- The company assumes no liability for loss, damage, disclosure, or misuse of any non-company data or communications transmitted or stored on the company's electronic resources.
- Employees may not, without authorization, transmit, retrieve, or store confidential company information of any kind on their personal email systems.
- Unless otherwise allowed by law, confidential company information, whether in electronic or hard-copy form, may only be accessed and used by employees as required to perform job duties.

Use of Cell Phones and PDAs

Worksite employees whose companies have their own electronic communications policies are not covered by this policy.

Although cell phones and Personal Digital Assistants (PDAs) have become a valuable tool in managing our professional and personal lives, they can raise a number of issues involving safety, security, and privacy. Employees should confine personal use of cell phones and PDAs to non-work hours, such as lunch breaks or other rest period breaks. Employees should be courteous of their coworkers and keep ring tones on vibrate or low while at work.

The company requires the safe use of cell phones and PDAs by employees who use them to conduct company business. Employees are required to obey all applicable state and local laws regarding cell phone use while driving. In any case where the state or local law is more restrictive than this policy, the law will govern the employee’s behavior.

Employees who use handheld cell phones while on company business must refrain from making or receiving business calls while driving. If an employee needs to make or receive a business phone call while driving, the employee should make sure the vehicle is stopped and parked in a proper parking area for the call. Stopping on the side of the road to make a call is not acceptable, except in the case of a traffic accident or car breakdown.

Employees who use hands-free telephones are strongly discouraged from making calls while driving. Employees may make business calls only when absolutely necessary, and only if the conversation will last no more than a few minutes. Employees must stop the vehicle and park in a proper parking area if the conversation becomes involved, traffic is heavy, or road conditions are poor. Under no circumstances may employees manually dial a number while their vehicle is in motion.

Employees may not use a cellular telephone or PDA to send, receive, or review text messages, email, or information over the Internet while driving.

Finally, non-exempt employees must not use cell phones or PDAs for work outside of regularly scheduled hours unless they have been pre-approved to do so by their manager.

Confidential Information

As an employee, you may learn information that is not known by the general public. You may have access to confidential or proprietary information regarding the company, its vendors, its customers, or perhaps even fellow employees. Confidential or proprietary information includes, but is not limited to business plans, strategies, budgets, projections, forecasts, financial and operating information, business contracts, databases, other employees’ information, customer and vendor information, compensation data, advertising and marketing plans, proposals, training materials and methods, and other information not available to the public.

Regardless of whether this type of information is specifically identified as confidential, it is each employee’s responsibility to keep this information in confidence (except as otherwise allowed, if at all, by applicable law). You must not use, reveal, or divulge any such information unless it is necessary for you to do so in the performance of your duties (or except as otherwise allowed, if at all, by applicable law). Generally, access to confidential information should be granted/provided/given on a “need-to-know” basis and must be authorized by your manager.

Some employees who have access to confidential, sensitive, or proprietary information about the company or its customers, processes, and employees may also need to sign a Proprietary Information and Inventions Agreement (PIIA) as a condition of employment. If you improperly use or disclose any of the company’s confidential or proprietary information, you will be subject to disciplinary action, up to and including termination of employment, regardless of whether or not you receive any benefit from the use or disclosure.

If you have a question regarding whether or not the information you seek to communicate is considered confidential information, speak to your manager.

Employment and Income Verification Requests, References, and Other Requests by Third Parties for Company Information

All inquiries for income or employment verification received by the company or TriNet from an outside party regarding a present or former worksite employee must be directed to The Work Number®, a service provided by TALX Corporation. Please access The Work Number© at *www.theworknumber.com* or 1.800.367.5690 and furnish the verifier with the TriNet Employer Code: 13096. Instructions for both worksite employee- and corporate colleague-related requests are available on the TriNet online platform by navigating to *trinetpassport.com* > *Myself* > *My Payroll* > *Verifications*.

TriNet will process Garnishment and Benefits inquiries. Verifiers requesting this information should be directed to the TriNet Bradenton mailing address: 9000 Town Center Pkwy Bradenton, Florida 34202, for processing. TriNet will continue to process and manage those requests in the applicable departments.

No other manager or employee is authorized to release references for current or former employees. The company will disclose only the dates of employment and title of the last position held in response to reference or employment verification requests. If an employee authorizes disclosure in writing, the company will also provide the amount of salary or wage last earned.

Also, you may be approached for interviews or comments by the news media, analysts and/or customers/vendors on events and issues that may impact the company image. Only specifically designated employees may provide responses on behalf of the company in these instances. If you are unsure who should respond, contact your manager immediately.

Company-Furnished Equipment or Materials

You are responsible for taking good care of the equipment or materials furnished to you by the company, which remain company property and should only be used for legitimate company business. All items such as manuals, reports, records and statements are the property of the company and are to be kept at the company's place of business, unless removal has been properly authorized. Unauthorized removal of any company property (or that of another employee) is considered a grave offense, and may result in serious consequences, regardless of seniority or past performance.

Employees must return any company property in their possession upon termination of employment or immediately upon any request by the company.

Personal Property

We try to ensure your workplace is secure, but we cannot be responsible for your personal belongings. You're responsible for preventing theft, loss, or damage to your personal items, and we ask that you store and use them safely and securely.

The company reserves the right to search company property such as desks, cabinets, or other storage areas and inspect items found inside such areas. Employees should have no expectation of privacy in their contents. The company reserves the right to remove, retain, and disclose the contents found during an inspection. Only locks and keys issued by the company may be used for securing company provided desks and other storage devices. The company also reserves the right to inspect any and all packages and parcels entering and/or leaving our premises.

Travel Authorization

Any travel on company business must first be authorized by your manager, who can answer questions regarding the company's travel policies. When using your personal, company, or a rented vehicle on company business, you must have in your possession a valid driver's license and you must have obtained liability insurance covering both bodily injury and property damage. The company's specific mileage allowance and reimbursement schedule will determine reimbursement for travel expenses. In addition, TriNet corporate colleagues are subject to the Business and Travel Expense Policy that can be found on the TriNet online platform.

Chapter Three: General Employment Policies and Information

Equal Employment Opportunity and Diversity

We are committed to equal-employment principles, and we recognize the value of committed employees who feel they are being treated in an equitable and professional manner. We strive to find ways to attract, develop, and retain the talent needed to meet business objectives, and to recruit and employ highly qualified individuals representing the diverse communities in which we live. Employment policies and decisions on employment and promotion are based on merit, qualifications, performance, and business needs. The decisions and criteria governing the employment relationship with all employees are made in a non-discriminatory manner—without regard to age, race, color, national origin, gender (including pregnancy, childbirth or medical condition related to pregnancy or childbirth), gender identity or expression, religion, physical or mental disability, medical condition, legally protected genetic information, marital status, veteran status, military status, sexual orientation, or any other factor (including medical marijuana cardholder status for Arizona applicants and employees) determined to be an unlawful basis for such decisions by federal, state, or local statutes.

No legally protected characteristic will be a factor in decisions regarding any of the following:

- Recruiting
- Hiring
- Termination of employment
- Discipline
- Promotion/demotion
- Training
- Compensation and Benefits
- Scheduling
- Assignments, or
- Any other terms or conditions or privileges of employment.

Moreover, in accordance with federal and applicable state law, the company will make reasonable accommodations whenever necessary for individuals with known disabilities, provided that such individuals are qualified to perform the essential functions and assignments of the job, with or without accommodation, and provided that any accommodations would not impose an undue hardship on the company. The company wishes to have timely, good faith discussions with a disabled applicant or employee to determine what accommodations may be appropriate. Any applicant or employee who requires an accommodation during the application process or in order to perform the essential functions of the job should contact a company manager, a company officer or a TriNet HR Representative to request such an accommodation.

If you have any reason to believe that you (or someone else) haven't been treated in accordance with this policy, you should immediately inform your manager, any other company manager or officer, TriNet HR Representative or the TriNet Employee Solution Center. All managers should immediately report any such matters to a TriNet HR Representative.

Open Door Policy

We have an open-door policy that seeks to encourage employees to participate in decisions affecting them and their daily professional responsibilities. We encourage you to make your concerns, questions, suggestions, and comments known to us. Whether you have a question about any of our policies or programs, or a concern about a decision affecting your job, you can make yourself heard so that your question or concern may be addressed—and appropriate steps can be taken toward a resolution.

Employment Categories

To address payroll, benefits, and other issues, employees are classified in various ways. None of the classifications alter the at-will employment policy, as nothing in this handbook (including this policy) alters the at-will employment policy.

General Categories

You will be assigned to one of the following four categories at any given time. These employment categories, which relate to the regular extent of your commitment, are as follows:

- **Regular full-time employees** are regularly scheduled to work 30 hours or more per week; are eligible for perquisites like paid time off/vacation (as applicable); and are eligible to elect coverage under the TriNet Benefits Plan (this applies to worksite employees only if their customer company has contracted with TriNet to participate in the TriNet Benefits Plan). Refer to the Guidebook via the TriNet online platform for further details, and visit *trinetpassport.com > My Company > Policies > Additional Policies* for additional information on company-specific policies.
- **Regular part-time employees** are regularly scheduled to work at least 20, but less than 30, hours per week; may be eligible for some perquisites, like paid time off/vacation (as applicable), on a pro-rated basis; are not eligible to apply for coverage under the TriNet Benefit Plans, unless legally required but may be eligible to apply for certain voluntary benefits, as detailed in Chapter 6 of this handbook.
- **On-call or intermittent employees** do not typically work specified schedules or regularly work less than 20 hours per week; are not eligible for paid time off/vacation; are not eligible to apply for coverage under the TriNet Benefit Plans; but may be eligible to apply for certain voluntary benefits, as detailed in Chapter 6 of this handbook.
- **Temporary employees** are hired only for a specific period of time, project, or assignment, either on a full-time or part-time schedule; are not eligible for paid time off/vacation; are not eligible to apply for coverage under the TriNet Benefits Plan; may be eligible to apply for certain voluntary benefits; are entitled (as are all employees in the above categories) to applicable mandatory benefits such as overtime, workers compensation, unemployment insurance, state disability insurance, Social Security benefits, and other such benefits outlined in Chapter 7 of this handbook. Temporary employees asked to work beyond the specified period, project, or assignment retains their temporary status unless a category change is authorized, in writing, by the appropriate manager.

No one who is not recognized by TriNet as either a worksite employee or TriNet corporate colleague is entitled to any TriNet benefits or employment perquisites.

If you have questions about your status, please consult your manager.

Exempt and Non-Exempt Status

In addition to being classified in accordance with the above, you will also be classified as exempt or non-exempt. Exempt/non-exempt status corresponds to your eligibility for overtime pay and certain other legal rights. This status is determined based on applicable law and such factors as the nature of your work, your duties and responsibilities, and your level and form of compensation.

Non-exempt employees are typically paid by the hour for each hour they work in a pay period and always receive overtime pay in accordance with the applicable overtime rules. For overtime rules applicable to you, please contact your manager.

Exempt employees are classified as such if they are not entitled to overtime under the federal (or, if applicable state) wage and hour laws. Employees in positions classified as Exempt are generally paid a salary intended to compensate fully for all hours worked each week; are not compensated based on the number of hours worked and do not receive overtime pay.

Performance Reviews

Performance Reviews are an opportunity to ensure everyone's expectations are in agreement, to reinforce lines of communication, and to set goals for further achievement. It's a good time to highlight your strengths, determine areas you may need to improve, and receive input on achieving career objectives.

The evaluation of an employee's performance is an ongoing process. Your manager will let you know if and when you will receive a written performance review. The factors to be considered as part of the review generally include such areas as the quality and volume of work, ability to work with others, technical knowledge of your job, reliability, and other job-related aspects of your position. As part of the process, you may be asked to submit your own comments on your performance before preparing your review.

Access to Personnel Records

Both TriNet and its customer companies maintain certain, but not necessarily the same, records for employees. Most employee information may be accessed only by appropriately authorized employer personnel. In addition, access to these records may be granted to government agencies in accordance with the law, and to other third parties by way of legal subpoena or court order.

Requests by current and former worksite employees to access TriNet records should be made to the TriNet Employee Solution Center. Requests by current and former TriNet corporate colleagues to access their employee records should be made to corporate HR via MYHR@trinet.com. Worksite employees and corporate colleagues may access or receive copies of additional employee records in a personnel file as required by state law.

Requests by current and former worksite employees to access a TriNet customer company's records should be made to the customer company.

Dress Code

This Code applies only to worksite employees. A different, more extensive Code applies to TriNet corporate colleagues which they can access via the TriNet online platform.

While at work or engaged in work-related activities, you must maintain a clean, neat appearance when reasonably possible, and your attire should be consistent with the type of work you are performing and with safety considerations.

If you have further questions about your expected attire or grooming and hygiene standards, please discuss these questions with your manager.

Tobacco Policy

Worksite employees whose companies have their own tobacco policies are not covered by this policy.

In order to offer our employees a comfortable environment in which to work, tobacco use is prohibited in all areas of the workplace. This includes all office areas, rest rooms, and other common areas.

Ending Your Employment

If you choose to leave your employment, we ask that you do so in writing and indicate your reason for leaving, the effective date of your resignation, and a forwarding address. The company would appreciate as much advance notice as possible, so that plans can be made for your replacement or reassignment of your duties. If you quit without notice, we will send your final paycheck to the most recent address we have in our records, unless you have directed us otherwise.

To ensure TriNet has your current address, simply log into *trinetpassport.com > Myself > About Me > Personal Data*. This will take you to an area where you can access and update your information.

The TriNet online platform will still be available to access information you may need after termination of employment. Your log in and password information will remain the same unless you change it.

Chapter Four: Pay, Hours, and Leaves

Your Compensation

Competitive pay is a key ingredient in attracting, retaining, and rewarding excellence. It's our goal to provide you with fair and equitable compensation for the job you perform. Some of the factors affecting your pay include your job responsibilities, the needs and resources of the company, market standards, and your overall performance and conduct. We encourage you to consult your manager to address questions on specific pay policies.

Direct Deposit

You can elect to have TriNet automatically deposit your paycheck to an account in almost any bank. If you like, you can even designate up to five different accounts to which specified portions of your paycheck will be directly deposited.

Under the direct deposit program, TriNet transfers funds electronically, effective the same day as your regular payday. The service becomes effective following a test period with your bank, which is usually one or two pay periods after TriNet receives the information necessary to process your direct deposit election. This is not applicable to TriNet.

You can set up and maintain your direct deposit accounts via *trinetpassport.com > Myself > My Payroll > Direct Deposit*. In addition, you can establish or change your tax withholdings for both federal and state income taxes.

If you choose to use TriNet direct deposit services, please be aware that although direct deposits are credited to your account on your established payday, the deposit may not be available until your bank posts the transactions for that day (usually not until the evening of the effective date). If this poses a problem for you, contact your banking institution, as this matter is not under the control of TriNet.

Payday and Paychecks

Technology allows you to receive pay and payday information without delay. If you don't elect to receive direct deposit of your paycheck, or your company uses printed pay statements, you will usually receive your paycheck or pay statement by mail within a week of the end of the corresponding pay period. Visit *trinetpassport.com > Myself > My Payroll > Payroll Schedule* for specific information on pay cycle schedules.

If you suspect an error in your paycheck, or if you happen to lose it, contact your manager or the TriNet Employee Solution Center immediately. For lost checks, we will initiate a stop payment on the check and obtain a replacement as quickly as possible after bank authorization.

As a rule, we don't provide any payroll advances or extend credit to employees.

Payroll Deductions

TriNet categorizes payroll deductions as either voluntary or involuntary. Voluntary deductions are deductions taken if you enroll or are enrolled by default in any of the following programs or services, assuming you are eligible:

- TriNet health insurance (medical, dental, vision)
- TriNet health care or dependent day care flexible spending account (FSA)
- TriNet health savings account (HSA)
- TriNet basic/supplemental life insurance
- TriNet short-term/long-term disability insurance
- TriNet accidental death and dismemberment insurance

- TriNet retirement plan or a single-employer retirement plan sponsored by your company
- Commuter benefits
- MetLife benefits
- Other TriNet benefits or services

Your first paycheck after TriNet receives and processes your TriNet benefits enrollment may reflect retroactive deductions for plans in which you enrolled that became effective on your benefits eligibility date.

If you are a worksite employee and participate in a medical plan and, as applicable, a health savings account (HSA) sponsored by your company and not by TriNet, you will not be eligible to participate in a medical plan or HSA sponsored by TriNet. In such case, you understand that your company may request that TriNet take deductions from your pay for the medical premiums and, if applicable, HSA contributions associated with the medical plan/HSA sponsored by your company in which you participate. These deductions will appear on your pay stub as a general deduction amount and will be reported accordingly on your Form W-2.

Involuntary deductions are those mandated by a government agency, or by any court orders, liens, or wage assignments that the law may require us to recognize. Examples of mandatory deductions that we take until the required amount is reached include:

- Federal Income Tax Withholding
- Social Security (FICA)
- State Disability Insurance (SDI) (as applicable)
- Medicare
- Local taxes (as applicable)
- Child support (as applicable)
- Garnishments (as applicable)

Your pay statement provides you with current pay period and year-to-date information on any payroll deductions from your paycheck. For additional information to help you understand your paycheck, including abbreviations used to describe the deductions and other items appearing on your pay statement, visit *trinetpassport.com* > *Myself* > *My Payroll* > *Earnings Statement*.

Hours and Time-Keeping

Your regularly scheduled hours (as applicable) will be determined by your manager.

If you are a non-exempt employee, you must not work outside of your regularly scheduled hours unless you have been pre-approved to do so by your manager. Failure to obtain such pre-approval may result in disciplinary action, up to and including termination of employment.

It is the responsibility of each non-exempt employee to accurately record, on a daily basis, his or her work time Therefore, if you are a non-exempt employee and work outside of your regularly scheduled hours, regardless of whether or not you obtain your manager's pre-approval for such work, **you must record all of your work time**. For example, if you use a PDA (such as a Blackberry), a cell phone, email or the internet for business purposes while at home either before or after your regularly scheduled hours, you must include the time you spend engaged in such work when you record your work time.

Unless otherwise instructed in writing, non-exempt employees are generally required to record the times when they actually start and stop work during each work day. For example, they must record:

- The time when they actually start work for the first time during a work day;
- The time when they actually stop work for a meal period, if applicable;
- The time when their meal period ends (i.e., when they actually resume working), if applicable; and
- The time when they actually stop working at the end of their work day.

Any other stops and starts must also be recorded, with the exception of those related to paid rest periods. The start and stop times associated with paid rest periods need not be recorded unless otherwise instructed in writing.

If you are a non-exempt employee your manager will inform you of the time-keeping system you are to use to record your time. You cannot record time for anyone but yourself.

If there is an error in the recording of your time, you must contact your manager immediately so that it can be corrected. Managers (or their designees) are responsible for addressing any errors in time records and may not edit any time records without the express written consent of the employee whose records are to be edited.

Any falsification of time records or misuse of a time-keeping system is strictly prohibited. Violations of this policy may result in corrective action, up to and including termination of employment.

Meal and Rest Breaks

Whether breaks for meals or rest need to be provided and, if so, for how long, are matters that are legally controlled, if at all, by state standards.

The TriNet policy for non-exempt TriNet corporate colleagues is that all such employees, whether employed in California or elsewhere, be provided with meal and rest periods in accordance with the following standards, except where applicable law would require additional or different standards to be met:

Non-exempt TriNet corporate colleagues are provided with a paid, duty-free 10-minute rest period for every four hours of work or major fraction thereof; provided, however, that if that if they work less than 3.5 hours in a workday, they need not be provided with a rest period for that workday. The term “major fraction thereof” means, as applied to a four-hour work period, any amount of time in excess of two hours. Therefore, to determine the number of rest periods to be provided on a given workday, take the total number of hours of work for the workday and divide that number by four. If the fractional part of the result is one-half or less than one-half, then round the result down to arrive at the requisite number of rest periods to be provided, and if the fractional part of the result is more than one-half, then round the result up to arrive at the requisite number of rest periods to be provided. If the result involves no fractional part, then no rounding is necessary. Applying this formula, non-exempt corporate colleagues are entitled to the following rest time:

- One ten-minute rest period for workdays less than 3.5 to 6 hours in length;
- Two ten-minute rest periods for workdays more than 6 hours in length up to 10 hours in length;
- Three ten-minute rest periods for workdays more than 10 hours in length and up to 14 hours;
- Additional rest time is required per the formula for workdays exceeding 14 hours.

In all instances, each rest period is to be taken as close as possible to the middle of the work period to which it corresponds. Although duty-free, rest periods count as time worked for all purposes.

- If they work more than five hours in a given workday, non-exempt TriNet corporate colleagues are provided with an unpaid, duty-free meal period of at least 30 minutes in length starting before the end of the fifth hour of work; provided, however, that if they work no more than six hours during the work day, the meal period may be waived by mutual consent. If they work more than ten hours in the workday, they are provided with an unpaid, duty-free meal period of at least 30 minutes in length starting before the end of the tenth hour of work; provided, however, that the second meal period may be waived by mutual consent if the first one was not waived. If they work more than fifteen hours in the workday, they are provided with an unpaid, duty-free meal period of at least 30 minutes in length starting before the end of the fifteenth hour of work. (An on-the-job meal period, which is paid, is allowed only when the nature of the work prevents such an employee from being relieved of all duty and when, by written agreement between TriNet and the employee, an on-the-job paid meal period is agreed to.) Waivers of meal periods (and agreements for on-the-job meal periods) must be in writing and on approved forms.

- Non-exempt TriNet corporate colleagues who want to skip, shorten, or waive a meal period must notify their supervisor in advance of doing so, and, if approved, such decisions must be documented in writing on approved forms.
- Neither rest periods nor meal periods may be waived, shortened, or otherwise modified except as provided above.
- Though supervisors and managers are charged with responsibility with carrying out this policy, employees are also responsible for those matters that they can control. For example, if a co- worker asks you a work-related question during a rest or meal period, you should tell your co- worker that you are on a rest or meal break and cannot discuss the matter until later. Moreover, if you know that a co-worker is on a rest or meal break, you should not bother them with work- related issues during that break.
- Questions or complaints about meal or rest period issues should be directed to your supervisor and Corporate HR.
- Employees may be required to remain on the premises during rest periods; they are not required to remain on the premises during meal periods.

If you are a non-exempt worksite employee, please contact your company for information about its meal and rest period policies and/or practices.

Overtime and Overtime Pay

Non-exempt employees are eligible to receive overtime pay for overtime work. What constitutes overtime work depends on where you work, as there is a federal standard but also some state standards that go beyond the federal standard. Please ask your manager for information about what constitutes overtime for you.

If you are a non-exempt employee, you must not work overtime unless you have been pre- approved to do so by your manager. Failure to obtain such pre-approval may result in disciplinary action, up to and including termination of employment. However, overtime worked and recorded as such will always be paid at the appropriate overtime rate.

Please note that if you are a non-exempt employee, you may not check email, voice messages, or other company communication systems (whether via a computer, handheld device, or other method) after hours if such activity would result in overtime and you have not received advance approval from your manager to perform such overtime work.

Overtime should be recorded at the end of the day on which you actually worked the overtime. Overtime is not paid at your regular rate of pay. The applicable overtime rate may depend on whether federal or state standards apply. Please ask your manager for information regarding your overtime rate.

Compensatory Time Off

We do not provide compensatory time off (comp time) instead of overtime pay.

Attendance & Tardiness, Paid and Unpaid Time off (Excluding Leaves of Absence)

Attendance

Your personal schedule should be arranged, if reasonably possible, to accommodate established working hours. If you expect to be absent or tardy, you must notify your manager as far ahead of time as possible and no later than the start of the work day or shift for which you will be absent or tardy, unless impossible. If you fail to report for work for three consecutive scheduled work days without notifying your manager, you will be considered to have abandoned your job and voluntarily resigned your employment without notice. In addition to the foregoing, you also need to comply with any separate attendance policies that apply to you.

Time Off with Pay

Visit *trinetpassport.com > My Company > Policies > Additional Policies* for your company's current policy regarding time off with pay.

Voting Time

We encourage all employees to take part in the electoral process. In most cases, you can vote before or after working hours. If scheduling difficulties makes this impractical, you may be able to take time off with prior approval from your manager. Applicable legal requirements will be followed.

Time Off for Jury and Witness Duty

If you're legally obliged to serve jury or witness duty as requested by a court, inform your manager of your obligation as soon as you're notified. Depending on your company policy, time off for jury or witness duty may be with or without pay. For details on pay, please see *trinetpassport.com > My Company > Policies > Additional Policies*. Based on business necessity, your manager may choose to ask the court to have you excused. If you're away from work because of jury or witness duty, you'll need to present evidence of such duty to your company when you return—be sure to obtain documentation from the court. Applicable legal requirements will be followed.

State Mandated Time Off

Many states provide for additional paid and unpaid time off. Please consult your company's Addendum or contact your TriNet HR Representative.

Leaves of Absence

Generally

Employees who need to be absent from work for seven or more calendar days, for reasons other than PTO or vacation, may request a Leave of Absence. Generally leaves of absence are granted without pay, but an employee may use vacation, sick leave, or PTO, as appropriate, to substitute for otherwise unpaid leave. Leaves may be granted for a variety of reasons, including (without limitation): your medical disability, a serious health condition of you or a qualifying family member, pregnancy, bonding with a newborn child, military leave, or personal leaves your company deems compelling.

To request a leave of absence, you need to complete the two-page Extended Leave of Absence Request form, available for download on *trinetpassport.com > Myself > Forms > All Forms > Employee*. You complete the first two pages, and your manager completes the third page. Your manager will then submit the form on your behalf. For TriNet corporate colleagues, log on to *trinetpassport.com > Myself > My Time > Leave Requests* and submit electronically.

Your TriNet health insurance benefits and arrangements for your portion, if any, of premium payments may be affected by your leave of absence. Please contact your worksite about making payments for any insurance premiums for which you would normally be responsible, if any. TriNet corporate colleagues should contact Corporate HR via MYHR@trinet.com about making payments for their portion of their insurance premiums. This is especially important where your leave is unpaid. Additional instructions and information may be provided separately depending on the nature of your leave.

If your TriNet health benefits are terminated and you elect COBRA

Should your regular TriNet health insurance benefits be terminated as a result of your leave, you will be eligible to continue these benefits pursuant to COBRA. A separate COBRA enrollment package will be sent to your home address following any such loss of coverage. Your health insurance benefits will be continued pursuant to COBRA should you properly elect, and continue to remain eligible for, COBRA continuation coverage. Nothing in this package is a guarantee of COBRA coverage, as you remain solely responsible for meeting certain eligibility requirements under COBRA in order to maintain COBRA coverage through TriNet.

With COBRA continuation coverage, unless you return to work on the first day of the month, your COBRA medical, dental and/or vision benefits will continue to the end of the month during which you return to work and your regular TriNet health insurance benefits will resume on the 1st of the month following the date you return to work. You will be responsible for paying for that month's COBRA continuation coverage on or before the last day of the grace period provided pursuant to COBRA.

If you did not elect COBRA for the month in which you returned to work, your benefits automatically will be reinstated effective your return to work date.

If your TriNet health benefits are terminated and you do not elect COBRA

If your regular TriNet health insurance benefits are terminated as a result of your leave of absence and you do not elect to continue them pursuant to COBRA, your benefits automatically will be reinstated on your return to work date.

Life Status Changes

During your period of leave, you may experience a qualifying life status change event that allows you to make changes to your TriNet benefits coverage. For example, you might have a baby and decide to add your newborn as a covered dependent. Depending on the nature of your benefits coverage at the time of your life status change, you would either make the change online via the TriNet online platform or by contacting the TriNet Employee Solution Center, or MYHR@trinet.com for TriNet corporate colleagues. If, at the time of the life status change, you are still receiving regular, active TriNet benefits, the change can be made online via the TriNet online platform under *trinetpassport.com > Myself > My Benefits > Life Status Change*. If, at the time of the life status change, you are receiving benefits because you have elected coverage through COBRA, the change can be made by contacting the TriNet Employee Solution Center or MYHR@trinet.com for TriNet corporate colleagues. In either event, you have 30 days (60 days for a birth, adoption, or SCHIP event) from the date of a life status change to request any corresponding changes.

Health Care FSA

If you go on any unpaid leave of absence, you have three choices regarding your TriNet health care FSA:

- You can elect to stop contributing to your health care FSA. Expenses you incur after the start of your unpaid leave are not eligible for reimbursement. Upon your return to work, your health care FSA payroll contributions will resume if you return in the same plan year. Your remaining plan year payroll contributions will be adjusted to make up for the contributions you missed during your unpaid leave.
- While on leave you can continue after-tax contributions through COBRA by sending personal checks or money orders to TriNet. You may continue to incur eligible expenses during your unpaid leave. Your remaining Plan Year payroll contributions will be adjusted to account for your post-tax contributions.
- You can contribute through a lump sum pre-tax salary reduction payment before the unpaid leave commences, and continue to incur eligible expenses during your leave. This option is only available with an advance 30-day notice prior to the commencement of your leave date. Upon your return to work, your health care FSA payroll contributions will resume if you return in the same plan year. Your remaining plan year payroll contributions will be adjusted to account for your lump sum contribution.

Dependent Day Care FSA

If you have elected the TriNet dependent day care FSA, you may not continue to claim reimbursements for the period during which you are on an unpaid leave. Upon your return from leave, you automatically will be re-enrolled in dependent day care FSA and resume making contributions in order to be eligible to receive reimbursements for future claims.

Retirement Plan

If you receive pay while on your leave of absence, your retirement (e.g., 401(k)) plan payroll contributions will continue unless you notify the HR contact at your worksite (or, for TriNet corporate colleagues, Transamerica Retirement Services) to stop or change your payroll contribution. If you are on an unpaid leave of absence, your retirement plan payroll contributions will cease. Upon your return to work, your contributions will resume at the same rate unless you notify the HR contact at your worksite (or, for TriNet corporate colleagues, Transamerica Retirement Services) of any changes.

Absent extenuating circumstances, failure to return to work within three consecutive days after the expiration of an approved leave will be considered a voluntary resignation.

Military Duty

If you join a branch of the Armed Forces of the United States or you are a member of a reserve component of the U.S. Armed Forces or the National Guard, you may be entitled to take a leave. The Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA) provides enhanced leave rights and job protections for employees absent for military duty. USERRA prohibits discrimination in employment and retaliation against any person who was, is, or applies to be a member of a uniformed service, or who performs or has an obligation to perform service in a uniformed service. A number of state laws also provide leave rights for employees requiring time off for military duty. For further details concerning USERRA, or a similar state law, please consult your TriNet HR Representative.

Pregnancy Related Leave

Certain states provide specific leave rights for pregnancy, childbirth, and related medical conditions. Please refer to the company's Additional Policies or contact the TriNet Employee Solution Center for more information. TriNet corporate employees may contact MYHR@trinet.com for assistance.

Family and Medical Leave Act (FMLA)

Companies employing 50 or more employees within a 75-mile radius may be covered by the FMLA. If the absence you have from work is for a serious health condition—either yours or a qualifying family member—you may be eligible for leave under the FMLA. The FMLA requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to eligible employees for certain family and medical reasons. The FMLA also provides for up to 26 weeks of Servicemember Caregiver Leave as further described at the end of this section.

- Employees eligible for leave under FMLA are those who:
- Have completed at least 12 months of service with the company, and
- Have a minimum of 1,250 hours of service during the 12 month-period immediately preceding the commencement of the leave, and
- Are employed at a worksite that employs 50 or more employees within 75 miles of the worksite.
- FMLA leave is available on a rolling 12-month time period, measured backward from the date you begin FMLA leave unless your company designates another specific 12-month period.

Qualifying Reasons. If you're eligible, you can take unpaid FMLA leave:

- To care for your child after birth
- To care for a child placed with you for adoption or foster care
- To care for your spouse, including a same-sex spouse domestic partner, child, or parent who has a serious health condition
- When a serious health condition leaves you unable to perform one or more of the essential functions of your position
- Because of a qualifying exigency as determined by the U.S. Secretary of Labor, arising out of the fact that your spouse, son, daughter, or parent is on covered active duty or has been notified of an impending call or order to covered active duty) requiring deployment to a foreign country in the Armed Forces. In addition, you may take leave to care for a military member's parent who is incapable of self-care when the care is necessitated by the member's covered active duty.
- To care for a covered servicemember with a serious injury or illness if you are the spouse, son, daughter, parent or next of kin of the servicemember (Servicemember Caregiver Leave).

Wage Replacement and Additional Benefits. When taking unpaid leave through FMLA, you should determine if you may be eligible to use or receive the following wage replacement benefits:

- **PTO** is paid time off that may be available, and which your company may require you to use before taking unpaid leave under certain circumstances.
- **Vacation and/or sick time** is paid time off that may be available if your company offers it instead of a combined PTO benefit, and which your company may require you to use before taking unpaid leave under certain circumstances.
- **STD** is short-term disability insurance that may cover you for certain kinds of illnesses or accidents, if your company pays for TriNet STD or you have elected TriNet voluntary, employee- paid STD benefit. In addition, some states provide short-term disability benefits (SDI). SDI is state disability insurance that may require you to first use earned, or accrued, time off before SDI is available. To determine if the state in which you work offers SDI, consult your manager or TriNet HR Representative.
- **LTD** is long-term disability insurance that may cover you for certain kinds of illnesses or accidents—after you have exhausted the benefits of your STD/SDI coverage—if your company pays for TriNet LTD or you have elected TriNet voluntary, employee-paid LTD benefit.
- **Workers' compensation insurance** may provide benefits for work-related injuries or illnesses.
- **State-paid family leave Insurance** may provide benefits when you are caring for a qualified family member with a serious health condition or bonding with a newborn child or newly placed foster child or adopted child. To determine if the state in which you work offers paid family leave benefits, consult your manager or TriNet HR Representative.

Tracking and Integration. A leave is deemed to begin on the first day you are unable to work, even if you use PTO, vacation, or sick time during the waiting period for STD, SDI, or LTD. Also, if you use PTO/vacation/sick leave and you receive other wage replacement benefits, we will integrate your PTO/vacation/sick leave with your other wage replacement benefits so you will receive up to, but not more than 100% of your pay.

Intermittent and Reduced-Schedule Leave. FMLA leave may be taken either intermittently or on a reduced-schedule leave if the leave is taken for a qualifying exigency or if you have a serious health condition, are caring for a family member with a serious health condition, or are taking Servicemember Caregiver Leave.

- **Intermittent** leave is leave taken in separate blocks of time due to a single qualifying reason, illness or injury.

- **Reduced-schedule** leave is a schedule that reduces the usual number of working hours in your workday or workweek. The amount of leave time taken on this basis will reduce the total amount to which you are entitled based on the amount of time off you actually use.

When FMLA is unpaid, because there is no paid leave available or you have chosen not to substitute paid leave, the company will reduce your salary based on the amount of time actually worked. In addition, while you are on an intermittent or reduced-schedule leave, the company may temporarily transfer you to an available alternative position that better accommodates your recurring leave and which has equivalent pay and benefits.

Applying for FMLA Leave. If your need for family medical leave is foreseeable based on an expected birth, placement for adoption or foster care, planned medical treatment for a serious health condition of yours or of a family member, or the planned medical treatment for a serious injury or illness of a covered servicemember, you must give the company at least 30 days prior notice if possible. We request that you provide notice by completing the Extended Leave of Absence Request form, available on *trinetpassport.com > Myself > All Forms > Forms > Employee*. Complete all required fields and submit the form to your manager or your Company's HR representative. If the need is not foreseeable, you must give notice as soon as practicable (generally within the same or next business day of learning of your need to take leave).

- For foreseeable leave due to a qualifying exigency, notice must be provided as soon as practicable, regardless of how far in advance such leave is foreseeable.
- If you are planning a medical treatment, you must consult with your company first regarding the dates of such treatment.
- If you are requesting leave because of your own serious health condition, or that of a child, spouse or parent, or for Servicemember Caregiver Leave, you must submit a written medical certification signed by your health care provider. An appropriate certification form will be provided by TriNet as warranted. Invitational travel orders (ITOs) or invitational travel authorizations (ITAs) will be accepted as sufficient certification for a Servicemember Caregiver leave. Employees who take leave for a qualifying exigency must also provide a written certification to support the need for leave. You must provide any required certification within 15 calendar days after requested to do so, unless not practicable under the particular circumstances, despite your diligent, good faith efforts. Failure to provide medical certification in a timely manner may be grounds for a delay or denial of leave.
- You may be requested to provide recertification of a serious health condition at reasonable intervals, but no more than every 30 days and generally not before the minimum duration of the serious health condition indicated in the original certification. During an absence because of your own serious health condition, you must report to your manager at least every 2 weeks on your status and prospects for return to work.
- If the leave was for your serious health condition, you will be required to submit a doctor's release when you return to work.

Job Benefits and Protection. During a qualifying FMLA leave, TriNet continues to make available your regular TriNet group health benefits at the same level and under the same conditions as before the FMLA leave, provided your share and the company's share of the premiums are paid. However, if you elect not to return to work for at least 30 calendar days at the end of the leave period, you may be required to reimburse the company for the cost of the TriNet health benefit premiums paid by the company so that TriNet could maintain your regular health benefits during your qualifying FMLA leave, unless you cannot return to work because of a serious health condition of you or your covered family member, or because of other circumstances beyond your control. Accrual of PTO/vacation/sick leave and holiday pay will be suspended during any unpaid portion of your FMLA leave, and will resume upon your active return to employment. The use of FMLA leave will not result in the loss of any employment benefit that was earned before the start of the leave. When returning from FMLA leave, you will be restored to your original or an equivalent position with equivalent pay, benefits, and other employment terms, unless you would not otherwise have been employed at the time reinstatement is requested, you fail to provide a written release from your health care provider (if required), or another exception applies.

If an employee is laid off during an FMLA leave, his or her employment will be terminated and the company's responsibility to continue leave, the responsibility of TriNet to maintain group health benefits, and the company's responsibility to reinstate the employee will cease at the time of the layoff.

Exception For Highly Compensated Employees: Highly compensated employees (i.e., exempt employees who are among the highest paid 10% of both exempt and non-exempt employees at a worksite or within 75 miles of that worksite) will not be returned to their former or equivalent position following a leave if restoration of employment will cause substantial and grievous economic injury to the company. This fact-specific determination will be made by the company on a case-by-case basis. When you request FMLA leave, the company will notify you if you qualify as a highly compensated employee.

Definitions

Serious Health Condition means an illness, injury, impairment, or physical or mental condition that involves either:

1. Inpatient care (requiring an overnight stay) in a hospital, hospice, or residential medical care facility, including any period of incapacity (i.e., inability to work, attend school, or perform other regular daily activities) or any subsequent treatment in connection with such inpatient care;
2. Continuing treatment by a health care provider that includes one or more of the following:

a. A period of incapacity of more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves: (a) treatment two or more times within 30 days of the first day of incapacity (unless extenuating circumstances exist), by a health care provider, by a nurse under direct supervision of a health care provider, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider; or (b) treatment by a health care provider on at least one occasion which results in a regimen of continuing treatment under the supervision of the health care provider;

b. Any period of incapacity or treatment for incapacity due to a chronic serious health condition which: (a) requires periodic visits (at least twice a year) for treatment by a health care provider or by a nurse under direct supervision of a health care provider; (b) continues over an extended period of time (including recurring episodes of a single underlying condition);

c. and (c) may cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.);

d. A period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective, such as Alzheimer's, a severe stroke, or the terminal stages of a disease. The employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider;

e. Any period of absence to receive multiple treatments (including any period of recovery) by a health care provider or by a provider of health care services under orders of, or on referral by, a health care provider, either for (a) restorative surgery after an accident or other injury or (b) a condition that would likely result in a period of incapacity of more than three consecutive, full calendar days in the absence of medical intervention or treatment.

Leave taken because of a work-related illness or injury is covered by this policy, and will be counted in determining whether you have exhausted your entitlement for the relevant 12-month period under the FMLA.

- **Qualifying Exigency Resulting From Covered Duty** means one or more of the following: (a) to spend up to seven calendar days to address issues that arise from short-notice deployment (seven or less calendar days); (b) to attend military events and other activities sponsored or promoted by the military, military service organizations, or the American Red Cross that are related to a military member's covered active duty or call to covered active duty status; (c) to engage in certain childcare and school activities, including to arrange for alternative childcare, to provide for childcare on an urgent basis, to enroll a child in or transfer a child to a new school or day care facility, and to attend meetings with staff at a school or daycare facility; (d) to make or update financial or legal arrangements, or to act as the military member's representative before a federal, state, or local agency for the purposes of obtaining, arranging, or appealing military service benefits while the military member is on covered active duty or call to covered active duty status, and for a period of 90 days following the termination of such status; (e) to attend counseling needed due to the covered active duty or call to covered active duty status of a military member; (f) to spend up to fifteen days with a military member who is on short-term, temporary, rest and recuperation leave during the period of deployment; (g) to attend official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the military member's covered active duty status or to address issues that arise from the death of a military member while on covered active duty status; (h) to address other events which arise out of the military member's covered active duty or call to covered active duty status provided that the employer and employee agree that such leave shall qualify as an exigency, and agree to both the timing and duration of such leave;and (i) to care for a parent of the servicemember's spouse, parent, or child, who is incapable of self-care when the care is necessitated by the servicemember's covered active duty.

Servicemember Caregiver Leave. FMLA entitles eligible employees to take leave to care for a covered servicemember with a serious injury or illness. You must be the spouse, son, daughter, parent, or next of kin of the servicemember. **Covered servicemember** means:

1. A member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. A covered veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran undergoes such medical treatment, recuperation or therapy. There are different time rules depending on whether the veteran was discharged prior to March 8, 2013. The veteran at issue must have been discharged or released under conditions other than dishonorable.

Outpatient status for a covered servicemember means the status of a member of the Armed Forces assigned to:

- A military medical treatment facility as an outpatient, or
- A unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients.

Serious injury or illness of a servicemember means:

1. In the case of a member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the covered servicemember in the line of duty on active duty (or that existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that may render the servicemember medically unfit to perform the duties of the servicemember's office, grace, rank or rating; and
2. In the case of a covered veteran who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the 5-year period described above, a qualifying (as defined by the Secretary of Labor) injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or that existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran, and as further described in the regulations.

Veteran means a person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable.

An eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the servicemember, beginning on the first day the employee takes leave to care for the servicemember and ending 12 months after that date. If an employee does not take all of the 26 workweeks of leave entitlement to care for a covered servicemember during this single 12-month period, the remaining part of the 26 workweeks of leave entitlement to care for the covered servicemember is forfeited. During such 12-month period, employees may also take leave for other qualifying reasons under the FMLA. Leave to care for an injured or ill servicemember, when combined with other FMLA-qualifying leave, may not exceed 26 weeks in a single 12-month period. Servicemember Caregiver Leave runs concurrent with other leave entitlements provided under federal and state law.

The Servicemember Caregiver Leave entitlement is to be applied on a per-covered-servicemember, per-injury basis such that an employee may be entitled to take more than one period of 26 workweeks of leave if the leave is to care for different covered servicemembers or to care for the same servicemember with a subsequent serious injury or illness, except that no more than 26 workweeks of leave may be taken within any single 12-month period.

If both spouses are employed by the company and request leave because of the birth, adoption or placement of a child (bonding purposes), they may only take a combined total of 12 weeks of leave for such reasons during any 12-month period. In addition, if both spouses are employed by the company and take Servicemember Caregiver leave, the amount of Servicemember Caregiver Leave taken in combination with any leave taken for bonding purposes may be limited to a combined total of 26 weeks during the single 12-month period in which the Servicemember Caregiver Leave is taken.

Note: In this situation, the employees' combined total leave taken for bonding purposes will still be limited to 12 weeks.

Leave under State Military Leave Laws

A growing number of states provide leave for family members of servicemembers. The entitlements for such leave differ from state to state. Please ask your TriNet HR Representative for details regarding your state.

Leaves To Accommodate Legally-Recognized Disability or Work-Related Injury

Leave may be available, if necessary, to reasonably accommodate employees with a workplace injury or a disability under state or federal law. Such leaves are generally unpaid and availability is dependent on the circumstances of each particular case. Please contact your manager or TriNet HR Representative for specific details regarding eligibility, requirements, and reinstatement rights for such leaves. In addition, please remember that all workplace or work-related injuries must be immediately reported to your manager.

Return to Work

If you take any kind of leave for your own serious medical condition, you must provide your manager with a medical release from an attending physician immediately upon return to work.

Questions

If you have any questions regarding any of the leaves referred to above, please contact your TriNet HR Representative.

Chapter Five: Safety

All employees have a stake in keeping the workplace safe, pleasant, and free of hazards of any kind. We rely on you to help make the company a friendly, secure place to work. In addition to the policies set forth below, TriNet corporate colleagues are subject to TriNet-specific safety-related polices, which can be found on the TriNet online platform. If you are a worksite employee, you are subject not only to the policies set forth below, but also to any safety-related policies maintained by your company. Check *trinetpassport.com* > *My Company* > *Policies* > *Additional Policies* for any such policies.

What to Do if You Sustain a Work-Related Injury

Report all injuries to your manager or supervisor immediately or as soon as possible. The manager should report the injury via the TriNet dedicated reporting line: 1.866.443.8489. TriNet representatives are available to take calls 24 hours a day, 7 days a week. If emergency medical attention is needed, please go to the nearest medical facility or dial 911. In any event, the injury still must be reported within 24 hours of the injury, so the claim can be reported to the TriNet workers' compensation carrier.

In the event of a death in the workplace, in addition to notifying your manager and TriNet, you must notify the Occupational Safety and Health Administration (OSHA) within eight hours of the fatal accident. OSHA toll-free: 800.321.6742.

Workplace Security and Anti-Violence Policy

The company is committed to providing a violence-free workplace for its employees. In keeping with this commitment, it has established an anti-violence policy that prohibits actual or threatened violence by employees against co-workers or other persons and applies to both on-site and off-site conduct. The policy also is intended to promote workplace security by addressing situations in which outsiders enter the workplace and engage in violent acts or threaten employees with violence. Although some kinds of violence result from societal issues that are beyond our control, the company believes that it can adopt some measures that will protect our employees. Any employee who commits or threatens any violent act against any person while on company premises or at work will be subject to immediate discharge.

Employees are required to report any incident involving a threat of violence or act of violence immediately to their manager or to another manager or officer of the company. If you become aware of an imminent act of violence, a threat of imminent violence, or actual violence, immediately seek emergency assistance. In such situations, you should contact your manager and, when appropriate, contact the law enforcement authorities by dialing 911. If your manager is not readily available, you should immediately inform another manager in the company or TriNet so that appropriate action can be taken.

Similarly, if employees become aware of any workplace security hazards or identify methods of increasing security in the workplace, they should report that information to their manager or another company manager or officer. Employees may report any and all concerns without fear of retaliation of any kind. Moreover, employees may make such reports anonymously.

Drug-Free Workplace

We all have the responsibility to maintain a safe and efficient working environment. As such, these guidelines apply to all employees; your company may have additional provisions or policies for which you are responsible, outlined at *trinetpassport.com > My Company > Policies > Additional Policies.*

Employees who work while impaired by drugs or alcohol present a safety hazard to themselves and coworkers. As a responsible individual, you should report to work fit to perform the duties of your job. The presence of drugs and alcohol in the workplace limits our ability to provide high-quality service to our customers, and will not be tolerated. Any employee who engages in the following conduct may be subject to discipline, up to and including termination of employment:

- Use, possession, sale, or solicitation of illegal drugs while on duty, on company premises, or company time;
- Unauthorized use or possession of alcohol while on duty, on company premises, or company time; or
- Reporting to work impaired by alcohol or illegal drugs.

The legal use of prescribed drugs or over-the-counter medications that do not impair an employee's ability to perform the essential job functions effectively and do not endanger the employee or other individuals in the workplace is permitted on the job. The misuse and/or abuse of prescription medications and/or over-the-counter medications is strictly prohibited.

We encourage employees with alcohol or drug dependencies to take advantage of our free and confidential Employee Assistance Program (EAP), described in the Guidebook and on the TriNet online platform. An employee with a drug or alcohol problem may request approval to take unpaid time off to participate in a rehabilitation program. The time off will be granted if the absence will not impose an undue hardship on the company. However, the company may terminate the employee's employment without providing an opportunity to participate in a rehabilitation program if the employee's current use of alcohol or drugs prohibits the employee from performing his or her duties or endangers his or her health or safety or the health or safety of others.

To help ensure a safe, drug-free workplace, the company has the right to inspect employees while on duty or on company property, including their persons, desks, lockers, and/or personal property, to the extent permitted by applicable law. We also have the right to investigate any possible violations of this policy. If anyone refuses to cooperate with an investigation of this nature (which may include medical testing for alcohol or drug use) the company may choose to discipline the employee. Withholding consent or failing to cooperate with any of these measures could subject the employee to disciplinary procedures, up to and including termination of employment.

If an employee is convicted of a drug-related charge which occurred in the workplace, TriNet must be notified within five days. After receiving notice of such a conviction, the company will take appropriate action, which could include disciplinary action, including termination of employment.

Chapter Six: TriNet Benefits

Applicability

This chapter applies only to benefits-eligible worksite employees whose company contracts with TriNet to participate in the TriNet Benefits Plan and eligible TriNet corporate colleagues (as determined by TriNet). Anyone not recognized by TriNet as either an eligible worksite employee or eligible TriNet corporate colleague is ineligible for any TriNet benefits or employment perquisites.

Strength and Flexibility

TriNet gives you a great deal of choice in making your benefits elections. In fact, TriNet offers an exceptionally strong benefits package that compares favorably with benefits offered by Fortune® 500 companies. Under the TriNet Benefits Plan, you have the flexibility to elect benefits based on your personal preferences, your family situation, and/or your financial objectives. You can design many aspects of your total benefits package to suit your unique situation.

How to Enroll

When you're first eligible for TriNet benefits, you will receive a reminder email from TriNet with instructions on how to enroll online via the TriNet online platform. You have 30 days from your first date of eligibility to actively enroll in or waive TriNet benefits. Your initial enrollment becomes effective as of your benefits eligibility date and stays in effect until the end of the plan year. After you submit your benefits elections, you will receive an email from TriNet confirming those elections. A confirmation statement will also be mailed to your home address. Within the 30-day period, you may revise your enrollment decisions as many times as you like; however, only your final benefits elections submitted via the TriNet online platform will be considered a binding decision for the current plan year. In summary, if you are eligible, your TriNet benefits generally include the following choices unless otherwise indicated, or unless you are a worksite employee whose company has decided not to participate in certain TriNet benefits offerings:

- Medical
- Dental
- Vision
- Life insurance
- Supplemental life insurance
- Short term and long term disability insurance
- Flexible spending accounts
- Health savings accounts
- Pre-tax commuter benefits
- Employee counseling/wellness program
- Direct deposits
- Credit union membership eligibility
- Recreation and entertainment discounts
- Supplemental insurance
- Voluntary benefits such as: pre-tax commuter benefits; life insurance; retirement programs, online banking and home/auto insurance to name a few.

Where to Go for More Information

Benefits can be a complex subject, and TriNet has written a detailed Guidebook to help you understand your benefit options. The Guidebook also serves as the Summary Plan Description (SPD) required by the Employee Retirement Income Security Act of 1974, as amended (ERISA). TriNet provides the Guidebook and the SPD to you in one integrated form in order to avoid the confusion that can be caused by separate documents. The Guidebook describes, among other things, eligibility for benefits under the TriNet Benefits Plan. In addition, the insurance carriers' certificates of coverage—called Carrier Certificates—contain detailed descriptions of all TriNet benefits. Both the Guidebook and the Carrier Certificates are available for access anytime via *trinetpassport.com > Myself > My Benefits > Summary Plan Description*.

The My Benefits section of the TriNet online platform includes the following helpful information:

- Ability to view your current TriNet benefits and enrolled dependents
- A quick link to FSA balances and transaction history
- Frequently asked questions
- Provider contact information
- Related forms
- Online enrollment for newly benefits-eligible employees (e.g., new hires)

Important Disclaimer: In the event there is a conflict between any of the information contained in any benefits guidance materials provided by TriNet (including but not limited to information contained in any TriNet website, the Benefits Confirmation Statement, any written or electronic pamphlets, letters, emails, text messages, and statements made by TriNet employees) and TriNet's Plan document, the Plan document will control. Also, if there is a conflict between the Carrier Certificate and either TriNet's Plan document, any TriNet Summary Plan Description, statements made by a TriNet employee, or any other benefits guidance materials provided by TriNet (including but not limited to those described above), the Carrier Certificate will control.

Waiving Coverage

If you have other group-sponsored medical coverage, you may waive participation in TriNet- sponsored medical benefits only by making an active election online to waive TriNet medical benefits. You must waive TriNet medical benefits within 30 days of your benefits eligibility date.

What Happens If You Don't Enroll In or Waive Coverage

TriNet Medical Insurance

INITIAL BENEFITS ELIGIBILITY DATE

If you fail to submit a TriNet medical benefits election or fail to waive TriNet medical coverage within the 30-day election period, you automatically will be enrolled in the lowest-cost, employee-only (no dependents may be enrolled), TriNet PPO medical plan available in your area, **and corresponding premiums for this plan will be deducted from your pay.**

If you automatically are enrolled in the lowest-cost, employee-only, TriNet PPO medical plan available in your area, your benefits will be retroactive to your first date of benefits eligibility. Accordingly, you may find a larger than anticipated premium amount deducted from your paycheck as a retroactive, medical benefits premium payment. Your enrollment also may be delayed, which will delay the receipt of your insurance identification card provided by the medical insurance carrier. Service providers could require you to pay out-of-pocket for the cost of medical benefits until your identification card arrives. Once your medical benefits are in effect, you can download a claim reimbursement form from the TriNet online platform and submit it to your insurance carrier for costs incurred during that time period.

TriNet Dental and Vision Insurance

If you fail to enroll in or waive TriNet dental or vision coverage, you will not be enrolled in any such TriNet plan.

TriNet Life Insurance

If you fail to enroll in TriNet life insurance coverage, you automatically will be enrolled in company- paid basic life insurance (at no cost to you), if your company has made this selection from the TriNet life insurance offering.

TriNet Disability Insurance

If you fail to enroll in TriNet disability insurance coverage, you automatically will be enrolled in company-paid disability insurance (at no cost to you), if your company has made this selection from the TriNet disability insurance offering.

TriNet Flexible Spending Accounts

If you fail to enroll in a TriNet health care or dependent day care flexible spending account, you will not be enrolled in any such account.

Chapter Seven: Benefits Required by Law

You are entitled to certain benefits under the law, regardless of your position, subject to meeting certain conditions. These mandated benefits include those described in this chapter (if applicable).

State Disability Insurance

Some states (currently California, Hawaii, New Jersey, New York, and Rhode Island) and the Commonwealth of Puerto Rico provide a form of limited disability insurance. If you work in one of these areas, you may be eligible for limited disability insurance payments if you cannot work because of a sickness or injury not caused by your job (job-related conditions fall under workers' compensation). The terms and amount of disability coverage are subject to state laws and vary from state to state. Some states, such as California, require TriNet to make deductions from your paycheck to fund the disability insurance benefits program. To receive disability benefits, file a claim with the state disability insurance agency. For further information on filing procedures, please call the TriNet Employee Solution Center.

Workers' Compensation Insurance

As of your date of hire, you are covered by workers' compensation insurance. You may contact the TriNet Employee Solution Center or your local Workers' Compensation Bureau for additional information. Please don't forget to immediately report to your manager all injuries sustained while working.

Please note that workers' compensation covers only work-related injuries and illnesses. You will not be eligible to receive workers' compensation benefits for injuries that might happen if you voluntarily participate in an off-duty recreational, social, or athletic activity that does not constitute a part of your work-related duties.

Unemployment Insurance

If you become unemployed, you may be eligible for unemployment insurance, a weekly benefit while you are out of work. For information on filing a claim, please contact your manager, or your TriNet HR Representative.

Social Security

You will see deductions on your paycheck for FICA, an acronym that stands for Federal Insurance Contributions Act, otherwise known as Social Security and Medicare. This deduction represents your contribution toward your Social Security benefit. In addition to supplemental retirement benefits, Social Security offers certain disability and/or Medicare coverage. Contact your nearest Social Security Administration office for further details.

COBRA

If you or your covered dependents lose eligibility for regular, TriNet group medical, dental, vision benefits and/or healthcare FSA, you may be eligible to continue your coverage under COBRA. COBRA allows you to continue receiving these benefits on a temporary basis in certain situations where coverage under the TriNet Benefits Plan would otherwise end.

COBRA coverage is explained in greater detail in the Benefits Guidebook.

Summit Public School: K2	18-19 (Revised Budget)	19-20	20-21	21-22	22-23	23-24
Enrollment	497	630	630	630	630	630
ADA %	95.50%	95.50%	95.50%	95.50%	95.50%	95.50%
7-8 ADA	159.49	191.00	191.00	191.00	191.00	191.00
9-12 ADA	315.15	410.65	410.65	410.65	410.65	410.65
Total ADA	474.64	601.65	601.65	601.65	601.65	601.65
Prior Year Enrollment at CBEDS (Used for Fed SPED)	415	497	630	630	630	630
FRL %	57.70%	57.70%	57.70%	57.70%	57.70%	57.70%
Special Education %	7.30%	7.30%	7.30%	7.30%	7.30%	7.30%
LCFF Rate	$9,882	$10,347	$10,528	$10,883	$11,238	$11,519
EPA Rate	$200	$200	$200	$200	$200	$200
In-Lieu Property Tax Rate	$2,684	$2,684	$2,684	$2,684	$2,684	$2,684
Revenues						
8011 - Charter Schools General Purpose - State Aid	$3,321,624	$4,490,114	$4,599,012	$4,812,598	$5,026,184	$5,195,217
8012 - Education Protection Account Entitlement	$94,927	$120,330	$120,330	$120,330	$120,330	$120,330
8096 - Charter Schools in Lieu of Property Taxes	$1,273,792	$1,614,829	$1,614,829	$1,614,829	$1,614,829	$1,614,829
Total - LCFF Sources	$4,690,343	$6,225,273	$6,334,171	$6,547,757	$6,761,343	$6,930,376
Federal Revenue						
8290 - No Child Left Behind	$60,754	$77,011	$77,011	$77,011	$77,011	$77,011
8181 - Federal Special Education	$51,875	$62,125	$78,750	$78,750	$78,750	$78,750
8181 - Federal Level III MH						
8220 - Child Nutrition Programs	$95,876	$121,533	$121,533	$121,533	$121,533	$121,533
8296 - Other Federal Revenue						
Total - Federal Revenues	$208,505	$260,669	$277,294	$277,294	$277,294	$277,294
Other State Revenues						
8380 - Special Education State	$236,368	$303,773	$309,849	$316,046	$322,366	$328,814
8380 - SPED MH	$98,400	$98,400	$98,400	$98,400	$84,000	$69,600
8520 - Child Nutrition - State	$7,594	$9,626	$9,626	$9,626	$9,626	$9,626
8545 - School Facilities Apportionments	$316,838	$401,625	$401,625	$401,625	$401,625	$401,625
8560 - State Lottery Revenue	$90,181	$114,314	$114,314	$114,314	$114,314	$114,314
8590 - Mandated Cost Block Grant	$11,974	$21,693	$21,693	$21,693	$21,693	$21,693
8590 - All Other State Revenue	$71,802					
Total - All Other State Revenue	$833,156	$949,431	$955,507	$961,704	$953,624	$945,672

Summit Public School: K2	18-19 (Revised Budget)	19-20	20-21	21-22	22-23	23-24
Other Local Revenue						
8631 - Spirit Wear						
8634 - Food Service Sales	$37,496	$47,530	$47,530	$47,530	$47,530	$47,530
8660 - Interest						
8690 - Other Local Revenue						
8693 - Field Trips	$5,221	$6,618	$6,618	$6,618	$6,618	$6,618
8699 - All Other Local Revenue	$85,434					
8800 - Donations/Fundraising	$109,000					
8801 - Donations - Parents	$16,949	$27,074	$27,074	$27,074	$27,074	$27,074
Total - Other Local Revenue	$254,100	$81,222	$81,222	$81,222	$81,222	$81,222
Total - Revenue	$5,986,105	$7,516,595	$7,648,194	$7,867,977	$8,073,483	$8,234,564
Expense						
Salaries						
1100 - Certificated Teachers Salaries	$1,609,920	$1,953,370	$2,031,504	$2,112,765	$2,197,275	$2,285,166
1200 -Certificated Pupil Support Salaries	$134,160	$209,290	$217,661	$226,368	$235,422	$244,839
1311 - Cert Admin Salaries	$113,176	$374,638	$389,624	$405,209	$421,417	$438,274
1900 - Other Certificated Salaries						
Total - Certificated Salaries	$1,857,256	$2,537,297	$2,638,789	$2,744,341	$2,854,114	$2,968,279
2100 - Classified Instructional Salaries						
2200 - Classified Support Salaries	$103,556	$107,698	$112,006	$58,243	$60,573	$62,996
2300 - Non-Classified Supervisors & Admnistration Salaries	$247,053	$256,935	$267,213	$277,901	$289,017	$300,578
2400 - Classified Clerical & Office Salaries	$141,805	$147,477	$153,376	$159,511	$165,892	$172,527
2900 - Other Classified Salaries	$52,820	$54,333	$55,906	$57,542	$59,244	$61,014
Total - Classified Salaries	$545,234	$566,443	$588,501	$553,198	$574,726	$597,115
Total Salaries	$2,402,490	$3,103,741	$3,227,290	$3,297,539	$3,428,840	$3,565,394
Employee Benefits						
3100 - STRS	$302,361	$460,012	$504,009	$537,891	$573,677	$611,465
3300 - Medicare	$34,836	$45,004	$46,796	$47,814	$49,718	$51,698
3400 - Health & Welfare Benefits	$211,328	$273,011	$283,879	$290,058	$301,608	$313,619
3500 - Unemployment Insurance	$37,239	$48,108	$50,023	$51,112	$53,147	$55,264
3600 - Workers Comp Insurance	$26,427	$34,141	$35,500	$36,273	$37,717	$39,219
3700 - Classified Retirement Benefits	$68,590	$71,259	$74,033	$69,592	$72,301	$75,117
Total - Employee Benefits	$680,781	$931,535	$994,240	$1,032,740	$1,088,168	$1,146,382

Summit Public School: K2	18-19 (Revised Budget)	19-20	20-21	21-22	22-23	23-24
Books & Supplies						
4100 - Approved Textbooks & Core Curricula Materials	$15,000	$15,375	$15,759	$16,153	$16,557	$16,971
4200 - Books and Other Reference Materials						
4300 - Materials & Supplies						
4315 - Custodial Supplies	$16,000	$16,400	$16,810	$17,230	$17,661	$18,103
4330 - Office Supplies	$22,000	$22,550	$23,114	$23,692	$24,284	$24,891
4340 - Professional Development Supplies						
4352 - Testing Licenses and Fees	$4,746	$27,924	$27,924	$27,924	$27,924	$27,924
4353 - Curriculum Web Services	$0	$0	$0	$0	$0	$0
4354 - Copier	$14,000	$14,350	$14,709	$15,076	$15,453	$15,840
4355 - Hospitality	$3,000	$3,075	$3,152	$3,231	$3,311	$3,394
4356 - Fundraising Expense						
4357 - Tech Team IT Infrastructure Software	$54,328	$48,690	$49,907	$51,155	$52,434	$53,745
4358 - R&D Software and Web Services						
4359 - Schools Team Software and Web Services	$8,602	$8,602	$8,817	$9,037	$9,263	$9,495
4361 - Data Ops Software and Web Services	$16,025	$16,426	$16,836	$17,257	$17,689	$18,131
4362 - Analytics Team Software						
4410 - Classroom Furniture, Equipment & Supplies	$45,000	$46,125	$47,278	$30,000	$25,000	$25,625
4423 - Classroom Noncapitalized items 1	$170,390	$172,946	$129,709	$131,655	$133,630	$135,634
4710 - Student Food Services	$129,575	$164,250	$164,250	$164,250	$164,250	$164,250
Total - Books & Supplies	$498,666	$556,712	$518,266	$506,661	$507,457	$514,002
5000 - Services & Other Operating Expenses						
5102 - Expeditions	$315,150	$422,970	$435,659	$448,728	$462,190	$476,056
5103 - SPS Service Fee	$697,659	$933,791	$950,126	$982,164	$1,014,201	$1,039,556
5104 - BTSA Induction SPS Reimbursement						
5106 - Substitutes Cost Share to SPS						
5107 - SPS SPED Central Services	$41,900	$42,948	$44,021	$45,122	$46,250	$47,406
5108 - Tutors						
5200 - Travel & Conferences	$1,000	$1,025	$1,051	$1,077	$1,104	$1,131
5300 - Dues & Memberships	$4,575	$4,689	$4,807	$4,927	$5,050	$5,176
5400 - Insurance	$14,153	$14,507	$14,869	$15,241	$15,622	$16,013
5500 - Operations & Housekeeping						
5515 - Janitorial, Gardening Services & Supplies	$86,438	$63,600	$65,190	$66,820	$68,490	$70,202
5535 - Utilities - All Utilities	$66,550	$68,214	$69,919	$71,667	$73,459	$75,295
5600 - Rentals, Leases, & Repairs	$497,000	$630,000	$630,000	$630,000	$630,000	$630,000
5615 - Building repairs	$34,835	$35,706	$36,599	$37,513	$38,451	$39,413
5814 - Clubs	$5,500	$5,638	$5,778	$5,923	$6,071	$6,223
5824 - District Oversight Fees	$46,903	$62,253	$63,342	$65,478	$67,613	$69,304

Summit Public School: K2	18-19 (Revised Budget)	19-20	20-21	21-22	22-23	23-24
5830 - Field Trips Expenses	$25,300	$25,933	$26,581	$27,245	$27,926	$28,625
5845 - Legal Fees	$7,500	$7,688	$7,880	$8,077	$8,279	$8,486
5854 - Consultants E Rate & Mental Health	$63,000	$64,575	$66,189	$67,844	$69,540	$71,279
5855 - Substitutes	$36,000	$36,900	$37,823	$38,768	$39,737	$40,731
5861 - Prior Yr Exp (not accrued)	$10,000	$5,000	$5,125	$5,253	$5,384	$5,519
5864 - Professional Development	$1,500	$1,538	$1,576	$1,615	$1,656	$1,697
5865 - Student recruiting	$10,000	$10,250	$10,506	$10,769	$11,038	$11,314
5869 - Special Education Contractors	$39,000	$39,975	$40,974	$41,999	$43,049	$44,125
5869 - SPED MH	$185,000	$185,000	$185,000	$185,000	$136,000	$87,000
5873 - Sports	$18,231	$18,687	$19,154	$19,633	$20,124	$20,627
5875 - Staff Recruiting	$15,000	$15,000	$10,000	$10,000	$10,000	$10,000
5893 - Transportation	$5,000	$5,125	$5,253	$5,384	$5,519	$5,657
5900 - Communications	$34,335	$30,000	$30,750	$31,519	$32,307	$33,114
5915 - Postage and Delivery	$2,050	$2,101	$2,154	$2,208	$2,263	$2,319
Total - Services & Other Operating Expenses	$2,263,578	$2,733,110	$2,770,326	$2,829,974	$2,841,323	$2,846,268
6900 - - Depreciation	$16,833	$16,833	$16,833	$16,833	$16,833	$16,835
Total - Expense	$5,862,348	$7,341,932	$7,526,955	$7,683,746	$7,882,621	$8,088,882
Net Surplus/(Deficit)	$123,756	$174,663	$121,239	$184,230	$190,862	$145,682
Ending Fund Balance	$859,189	$931,551	$1,106,214	$1,227,453	$1,411,684	$1,602,546
New fund Balance	$982,945	$1,106,214	$1,227,453	$1,411,684	$1,602,546	$1,748,228

SPS: K2 Cash Flows														
5 year Cash Flow	2018-19	July	August	September	October	November	December	January	February	March	April	May	June	Total
Income														
Total - 8010 - Principal Apportionment	$ 4,690,343	$ 166,081	$ 267,985	$ 424,581	$ 400,850	$ 400,850	$ 424,581	$ 400,850	$ 400,850	$ 424,581	$ 400,850	$ 400,850	$ 424,581	$ 4,537,488
Total - 8100 - Federal Revenue	$ 208,505	$ -	$ -	$ -	$ 19,547	$ 9,588	$ 9,588	$ 37,745	$ 9,588	$ 9,588	$ 24,776	$ 22,556	$ 9,588	$ 152,562
Total - 8300 - Other State Revenues	$ 833,156	$ 16,738	$ 95,948	$ 30,129	$ 53,020	$ 30,889	$ 110,098	$ 53,434	$ 30,889	$ 114,664	$ 132,643	$ 30,889	$ 30,889	$ 730,228
Total - 8800 - Local/Donations/Fundraising	$ 254,100	$ 65,381	$ 1,875	$ 20,100	$ 5,055	$ 3,750	$ 3,750	$ 5,055	$ 3,750	$ 41,900	$ 48,655	$ 36,008	$ 18,824	$ 254,100
Total - Income	$ 5,986,105	$ 248,201	$ 365,807	$ 474,810	$ 478,470	$ 445,075	$ 548,016	$ 497,083	$ 445,075	$ 590,733	$ 606,924	$ 490,303	$ 483,881	$ 5,674,378
Expense														
Total - 1000 - Certificated Salaries	$ 1,857,256	$ 9,431	$ 167,984	$ 167,984	$ 167,984	$ 167,984	$ 167,984	$ 167,984	$ 167,984	$ 167,984	$ 167,984	$ 167,984	$ 167,984	$ 1,857,256
Total - 2000 - Classified Salaries	$ 545,234	$ 16,219	$ 48,092	$ 48,092	$ 48,092	$ 48,092	$ 48,092	$ 48,092	$ 48,092	$ 48,092	$ 48,092	$ 48,092	$ 48,092	$ 545,234
Total - 3000 - Employee Benefits	$ 680,781	$ 56,732	$ 56,732	$ 56,732	$ 56,732	$ 56,732	$ 56,732	$ 56,732	$ 56,732	$ 56,732	$ 56,732	$ 56,732	$ 56,732	$ 680,781
Total - 4000 - Books & Supplies	$ 498,666	$ 176,068	$ 19,415	$ 17,685	$ 17,685	$ 17,685	$ 139,917	$ 25,894	$ 17,685	$ 17,685	$ 17,685	$ 17,685	$ 7,100	$ 492,187
Total - 5000 - Services & Other Operating Expenses	$ 2,263,578	$ 33,449	$ 147,109	$ 169,485	$ 142,009	$ 142,009	$ 445,997	$ 142,009	$ 142,009	$ 142,009	$ 169,485	$ 142,009	$ 418,522	$ 2,236,102
Total - Expense	$ 5,862,348	$ 291,899	$ 439,332	$ 459,978	$ 432,502	$ 432,502	$ 858,722	$ 440,711	$ 432,502	$ 432,502	$ 459,978	$ 432,502	$ 698,430	$ 5,811,561
Net Income	$ 123,756													
Summary														
Net Income / Cash Position (without depreciation)	**$ 123,756**	**$ (43,698)**	**$ (73,525)**	**$ 14,832**	**$ 45,968**	**$ 12,573**	**$ (310,706)**	**$ 56,372**	**$ 12,573**	**$ 158,231**	**$ 146,946**	**$ 57,800**	**$ (214,549)**	**$ (137,183)**
Beginning Cash balance	$ 274,940	$ 274,940	$ 566,276	$ 492,750	$ 507,583	$ 553,551	$ 566,124	$ 255,418	$ 311,790	$ 324,363	$ 482,594	$ 629,540	$ 687,340	$ 274,940
Accounts Receivable from Prior Year (add)	$ 447,083	$ 447,083												$ 447,083
Accounts Payable from Prior Year (subtract)	$ (11,049)	$ (11,049)												$ (11,049)
Capital Improvements	$ (101,000)	$ (101,000)												$ (101,000)
Ending Cash by month	$ 472,791	$ 566,276	$ 492,750	$ 507,583	$ 553,551	$ 566,124	$ 255,418	$ 311,790	$ 324,363	$ 482,594	$ 629,540	$ 687,340	$ 472,791	$ 472,791

SPS: K2 Cash Flows														
5 year Cash Flow	19-20	July	August	September	October	November	December	January	February	March	April	May	June	Total
Income														
Total - 8010 - Principal Apportionment	$ 6,225,273	$ 224,506	$ 353,692	$ 563,379	$ 533,297	$ 533,297	$ 563,379	$ 533,297	$ 533,297	$ 563,379	$ 533,297	$ 533,297	$ 563,379	$ 6,031,494
Total - 8100 - Federal Revenue	$ 260,669	$ -	$ -	$ -	$ 24,777	$ 12,153	$ 12,153	$ 46,937	$ 12,153	$ 12,153	$ 31,406	$ 27,685	$ 12,153	$ 191,571
Total - 8300 - Other State Revenues	$ 949,431	$ 20,109	$ 120,515	$ 36,196	$ 65,212	$ 37,158	$ 137,564	$ 65,737	$ 37,158	$ 58,851	$ 166,143	$ 37,158	$ 37,158	$ 818,958
Total - 8800 - Local/Donations/Fundraising	$ 81,222	$ 1,655	$ 2,377	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 29,451	$ 81,222
Total - Income	$ 7,516,595	$ 246,269	$ 476,583	$ 604,328	$ 629,693	$ 587,361	$ 717,850	$ 652,378	$ 587,361	$ 639,136	$ 737,253	$ 602,892	$ 642,141	$ 7,123,245
Expense														
Total - 1000 - Certificated Salaries	$ 2,537,297	$ 31,220	$ 227,825	$ 227,825	$ 227,825	$ 227,825	$ 227,825	$ 227,825	$ 227,825	$ 227,825	$ 227,825	$ 227,825	$ 227,825	$ 2,537,297
Total - 2000 - Classified Salaries	$ 566,443	$ 16,818	$ 49,966	$ 49,966	$ 49,966	$ 49,966	$ 49,966	$ 49,966	$ 49,966	$ 49,966	$ 49,966	$ 49,966	$ 49,966	$ 566,443
Total - 3000 - Employee Benefits	$ 931,535	$ 77,628	$ 77,628	$ 77,628	$ 77,628	$ 77,628	$ 77,628	$ 77,628	$ 77,628	$ 77,628	$ 77,628	$ 77,628	$ 77,628	$ 931,535
Total - 4000 - Books & Supplies	$ 556,712	$ 176,048	$ 21,400	$ 21,270	$ 21,270	$ 21,270	$ 153,738	$ 29,613	$ 21,270	$ 21,270	$ 21,270	$ 21,270	$ 18,807	$ 548,500
Total - 5000 - Services & Other Operating Expenses	$ 2,733,110	$ 31,152	$ 176,246	$ 202,853	$ 171,146	$ 171,146	$ 546,566	$ 171,146	$ 171,146	$ 171,146	$ 202,853	$ 171,146	$ 514,859	$ 2,701,403
Total - Expense	$ 7,341,932	$ 332,865	$ 553,066	$ 579,542	$ 547,835	$ 547,835	$ 1,055,723	$ 556,178	$ 547,835	$ 547,835	$ 579,542	$ 547,835	$ 889,085	$ 7,285,179
Net Income	$ 174,663													
Summary														
Net Income / Cash Position (without depreciation)	**$ 174,663**	**$ (86,597)**	**$ (76,482)**	**$ 24,785**	**$ 81,857**	**$ 39,526**	**$ (337,873)**	**$ 96,200**	**$ 39,526**	**$ 91,301**	**$ 157,711**	**$ 55,057**	**$ (246,944)**	**$ (161,934)**
Beginning Cash balance	$ 472,791	$ 472,791	$ 663,967	$ 587,485	$ 612,270	$ 694,127	$ 733,653	$ 395,780	$ 491,980	$ 531,505	$ 622,806	$ 780,517	$ 835,574	$ 472,791
Accounts Receivable from Prior Year (add)	$ 311,726	$ 311,726												$ 311,726
Accounts Payable from Prior Year (subtract)	$ (33,955)	$ (33,955)												$ (33,955)
Capital Improvements														$ -
Ending Cash by month	$ 588,629	$ 663,967	$ 587,485	$ 612,270	$ 694,127	$ 733,653	$ 395,780	$ 491,980	$ 531,505	$ 622,806	$ 780,517	$ 835,574	$ 588,629	$ 588,629

SPS: K2 Cash Flows													
5 year Cash Flow	20-21	July	August	September	October	November	December	January	February	March	April	May	June	Total
Income														
Total - 8010 - Principal Apportionment	$ 6,334,171	$ 229,951	$ 359,137	$ 573,180	$ 543,097	$ 543,097	$ 573,180	$ 543,097	$ 543,097	$ 573,180	$ 543,097	$ 543,097	$ 573,180	$ 6,140,392
Total - 8100 - Federal Revenue	$ 277,294	$ -	$ -	$ -	$ 24,777	$ 12,153	$ 12,153	$ 51,094	$ 12,153	$ 12,153	$ 31,406	$ 31,841	$ 12,153	$ 199,884
Total - 8300 - Other State Revenues	$ 955,507	$ 20,412	$ 120,819	$ 36,742	$ 65,758	$ 37,705	$ 138,111	$ 66,284	$ 37,705	$ 59,398	$ 166,690	$ 37,705	$ 37,705	$ 825,034
Total - 8800 - Local/Donations/Fundraising	$ 81,222	$ 1,655	$ 2,377	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 29,451	$ 81,222
Total - Income	$ 7,648,194	$ 252,018	$ 482,332	$ 614,675	$ 640,040	$ 597,709	$ 728,197	$ 666,882	$ 597,709	$ 649,484	$ 747,601	$ 617,396	$ 652,489	$ 7,246,532
Expense														
Total - 1000 - Certificated Salaries	$ 2,638,789	$ 32,469	$ 236,938	$ 236,938	$ 236,938	$ 236,938	$ 236,938	$ 236,938	$ 236,938	$ 236,938	$ 236,938	$ 236,938	$ 236,938	$ 2,638,789
Total - 2000 - Classified Salaries	$ 588,501	$ 17,440	$ 51,915	$ 51,915	$ 51,915	$ 51,915	$ 51,915	$ 51,915	$ 51,915	$ 51,915	$ 51,915	$ 51,915	$ 51,915	$ 588,501
Total - 3000 - Employee Benefits	$ 994,240	$ 82,853	$ 82,853	$ 82,853	$ 82,853	$ 82,853	$ 82,853	$ 82,853	$ 82,853	$ 82,853	$ 82,853	$ 82,853	$ 82,853	$ 994,240
Total - 4000 - Books & Supplies	$ 518,266	$ 156,669	$ 21,730	$ 21,392	$ 21,392	$ 21,392	$ 133,042	$ 29,943	$ 21,392	$ 21,392	$ 21,392	$ 21,392	$ 18,929	$ 510,053
Total - 5000 - Services & Other Operating Expenses	$ 2,770,326	$ 31,931	$ 177,637	$ 206,619	$ 174,237	$ 174,237	$ 551,050	$ 174,237	$ 174,237	$ 174,237	$ 206,619	$ 174,237	$ 518,667	$ 2,737,943
Total - Expense	$ 7,526,955	$ 321,362	$ 571,073	$ 599,717	$ 567,334	$ 567,334	$ 1,055,798	$ 575,885	$ 567,334	$ 567,334	$ 599,717	$ 567,334	$ 909,302	$ 7,469,526
Net Income	$ 121,239													
Summary														
Net Income / Cash Position (without depreciation)	**$ 121,239**	**$ (69,345)**	**$ (88,741)**	**$ 14,958**	**$ 72,706**	**$ 30,374**	**$ (327,600)**	**$ 90,997**	**$ 30,374**	**$ 82,150**	**$ 147,884**	**$ 50,062**	**$ (256,813)**	**$ (222,995)**
Beginning Cash balance	$ 588,629	$ 588,629	$ 872,715	$ 783,974	$ 798,932	$ 871,638	$ 902,012	$ 574,412	$ 665,409	$ 695,783	$ 777,933	$ 925,816	$ 975,878	$ 588,629
Accounts Receivable from Prior Year (add)	$ 393,350	$ 393,350												$ 393,350
Accounts Payable from Prior Year (subtract)	$ (39,920)	$ (39,920)												$ (39,920)
Capital Improvements														
Ending Cash by month	$ 719,065	$ 872,715	$ 783,974	$ 798,932	$ 871,638	$ 902,012	$ 574,412	$ 665,409	$ 695,783	$ 777,933	$ 925,816	$ 975,878	$ 719,065	$ 719,065

SPS: K2 Cash Flows														
5 year Cash Flow	21-22	July	August	September	October	November	December	January	February	March	April	May	June	Total
Income														
Total - 8010 - Principal Apportionment	$ 6,547,757	$ 240,630	$ 369,816	$ 592,403	$ 562,320	$ 562,320	$ 592,403	$ 562,320	$ 562,320	$ 592,403	$ 562,320	$ 562,320	$ 592,403	$ 6,353,978
Total - 8100 - Federal Revenue	$ 277,294	$ -	$ -	$ -	$ 24,777	$ 12,153	$ 12,153	$ 51,094	$ 12,153	$ 12,153	$ 31,406	$ 31,841	$ 12,153	$ 199,884
Total - 8300 - Other State Revenues	$ 961,704	$ 20,722	$ 121,129	$ 37,300	$ 66,316	$ 38,263	$ 138,669	$ 66,841	$ 38,263	$ 59,955	$ 167,247	$ 38,263	$ 38,263	$ 831,231
Total - 8800 - Local/Donations/Fundraising	$ 81,222	$ 1,655	$ 2,377	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 29,451	$ 81,222
Total - Income	$ 7,867,977	$ 263,007	$ 493,321	$ 634,456	$ 659,821	$ 617,489	$ 747,978	$ 686,662	$ 617,489	$ 669,264	$ 767,381	$ 637,177	$ 672,269	$ 7,466,315
Expense														
Total - 1000 - Certificated Salaries	$ 2,744,341	$ 33,767	$ 246,416	$ 246,416	$ 246,416	$ 246,416	$ 246,416	$ 246,416	$ 246,416	$ 246,416	$ 246,416	$ 246,416	$ 246,416	$ 2,744,341
Total - 2000 - Classified Salaries	$ 553,198	$ 18,088	$ 48,646	$ 48,646	$ 48,646	$ 48,646	$ 48,646	$ 48,646	$ 48,646	$ 48,646	$ 48,646	$ 48,646	$ 48,646	$ 553,198
Total - 3000 - Employee Benefits	$ 1,032,740	$ 86,062	$ 86,062	$ 86,062	$ 86,062	$ 86,062	$ 86,062	$ 86,062	$ 86,062	$ 86,062	$ 86,062	$ 86,062	$ 86,062	$ 1,032,740
Total - 4000 - Books & Supplies	$ 506,661	$ 141,477	$ 22,068	$ 21,516	$ 21,516	$ 21,516	$ 134,959	$ 30,281	$ 21,516	$ 21,516	$ 21,516	$ 21,516	$ 19,053	$ 498,448
Total - 5000 - Services & Other Operating Expenses	$ 2,829,974	$ 32,729	$ 182,508	$ 212,439	$ 179,108	$ 179,108	$ 557,605	$ 179,108	$ 179,108	$ 179,108	$ 212,439	$ 179,108	$ 524,275	$ 2,796,643
Total - Expense	$ 7,683,746	$ 312,123	$ 585,700	$ 615,078	$ 581,748	$ 581,748	$ 1,073,688	$ 590,513	$ 581,748	$ 581,748	$ 615,078	$ 581,748	$ 924,451	$ 7,625,370
Net Income	$ 184,230													
Summary														
Net Income / Cash Position (without depreciation)	**$ 184,230**	**$ (49,117)**	**$ (92,379)**	**$ 19,378**	**$ 78,073**	**$ 35,741**	**$ (325,710)**	**$ 96,150**	**$ 35,741**	**$ 87,517**	**$ 152,303**	**$ 55,429**	**$ (252,182)**	**$ (159,055)**
Beginning Cash balance	$ 719,065	$ 719,065	$ 1,031,015	$ 938,636	$ 958,014	$ 1,036,087	$ 1,071,828	$ 746,118	$ 842,268	$ 878,009	$ 965,526	$ 1,117,829	$ 1,173,258	$ 719,065
Accounts Receivable from Prior Year (add)	$ 401,662	$ 401,662												$ 401,662
Accounts Payable from Prior Year (subtract)	$ (40,595)	$ (40,595)												$ (40,595)
Capital Improvements														
Ending Cash by month	$ 921,076	$ 1,031,015	$ 938,636	$ 958,014	$ 1,036,087	$ 1,071,828	$ 746,118	$ 842,268	$ 878,009	$ 965,526	$ 1,117,829	$ 1,173,258	$ 921,076	$ 921,076

SPS: K2 Cash Flows													
5 year Cash Flow	2022-23	July	August	September	October	November	December	January	February	March	April	May	June	Total
Income														
Total - 8010 - Principal Apportionment	$ 6,761,343	$ 251,309	$ 380,496	$ 611,625	$ 581,543	$ 581,543	$ 611,625	$ 581,543	$ 581,543	$ 611,625	$ 581,543	$ 581,543	$ 611,625	$ 6,567,564
Total - 8100 - Federal Revenue	$ 277,294	$ -	$ -	$ -	$ 24,777	$ 12,153	$ 12,153	$ 51,094	$ 12,153	$ 12,153	$ 31,406	$ 31,841	$ 12,153	$ 199,884
Total - 8300 - Other State Revenues	$ 953,624	$ 20,318	$ 120,725	$ 36,573	$ 65,589	$ 37,536	$ 137,942	$ 66,114	$ 37,536	$ 59,228	$ 166,520	$ 37,536	$ 37,536	$ 823,151
Total - 8800 - Local/Donations/Fundraising	$ 81,222	$ 1,655	$ 2,377	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 29,451	$ 81,222
Total - Income	$ 8,073,483	$ 273,282	$ 503,597	$ 652,951	$ 678,316	$ 635,985	$ 766,473	$ 705,158	$ 635,985	$ 687,760	$ 785,877	$ 655,672	$ 690,765	$ 7,671,821
Expense														
Total - 1000 - Certificated Salaries	$ 2,854,114	$ 35,118	$ 256,272	$ 256,272	$ 256,272	$ 256,272	$ 256,272	$ 256,272	$ 256,272	$ 256,272	$ 256,272	$ 256,272	$ 256,272	$ 2,854,114
Total - 2000 - Classified Salaries	$ 574,726	$ 18,761	$ 50,542	$ 50,542	$ 50,542	$ 50,542	$ 50,542	$ 50,542	$ 50,542	$ 50,542	$ 50,542	$ 50,542	$ 50,542	$ 574,726
Total - 3000 - Employee Benefits	$ 1,088,168	$ 90,681	$ 90,681	$ 90,681	$ 90,681	$ 90,681	$ 90,681	$ 90,681	$ 90,681	$ 90,681	$ 90,681	$ 90,681	$ 90,681	$ 1,088,168
Total - 4000 - Books & Supplies	$ 507,457	$ 138,606	$ 22,415	$ 21,643	$ 21,643	$ 21,643	$ 136,915	$ 30,627	$ 21,643	$ 21,643	$ 21,643	$ 21,643	$ 19,180	$ 499,244
Total - 5000 - Services & Other Operating Expenses	$ 2,841,323	$ 33,547	$ 182,980	$ 213,868	$ 179,580	$ 179,580	$ 559,789	$ 179,580	$ 179,580	$ 179,580	$ 213,868	$ 179,580	$ 525,501	$ 2,807,035
Total - Expense	$ 7,882,621	$ 316,713	$ 602,890	$ 633,007	$ 598,718	$ 598,718	$ 1,094,200	$ 607,702	$ 598,718	$ 598,718	$ 633,007	$ 598,718	$ 942,176	$ 7,823,287
Net Income	$ 190,862													
Summary														
Net Income / Cash Position (without depreciation)	**$ 190,862**	**$ (43,431)**	**$ (99,293)**	**$ 19,945**	**$ 79,598**	**$ 37,266**	**$ (327,726)**	**$ 97,456**	**$ 37,266**	**$ 89,042**	**$ 152,870**	**$ 56,954**	**$ (251,411)**	**$ (151,466)**
Beginning Cash balance	$ 921,076	$ 921,076	$ 1,237,764	$ 1,138,470	$ 1,158,415	$ 1,238,013	$ 1,275,279	$ 947,553	$ 1,045,008	$ 1,082,275	$ 1,171,316	$ 1,324,186	$ 1,381,140	$ 921,076
Accounts Receivable from Prior Year (add)	$ 401,662	$ 401,662												$ 401,662
Accounts Payable from Prior Year (subtract)	$ (41,543)	$ (41,543)												$ (41,543)
Capital Improvements														
Ending Cash by month	$ 1,129,729	$ 1,237,764	$ 1,138,470	$ 1,158,415	$ 1,238,013	$ 1,275,279	$ 947,553	$ 1,045,008	$ 1,082,275	$ 1,171,316	$ 1,324,186	$ 1,381,140	$ 1,129,729	$ 1,129,729

K-2 5 Year Cash Flows														
5 year Cash Flow	2023-24	July	August	September	October	November	December	January	February	March	April	May	June	Total
Income														
Total - 8010 - Principal Apportionment	$ 6,930,376	$ 259,761	$ 388,947	$ 626,838	$ 596,756	$ 596,756	$ 626,838	$ 596,756	$ 596,756	$ 626,838	$ 596,756	$ 596,756	$ 626,838	$ 6,736,597
Total - 8100 - Federal Revenue	$ 277,294	$ -	$ -	$ -	$ 24,777	$ 12,153	$ 12,153	$ 51,094	$ 12,153	$ 12,153	$ 31,406	$ 31,841	$ 12,153	$ 199,884
Total - 8300 - Other State Revenues	$ 945,672	$ 19,921	$ 120,327	$ 35,857	$ 64,873	$ 36,820	$ 137,226	$ 65,398	$ 36,820	$ 58,513	$ 165,805	$ 36,820	$ 36,820	$ 815,199
Total - 8800 - Local/Donations/Fundraising	$ 81,222	$ 1,655	$ 2,377	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 4,753	$ 6,408	$ 4,753	$ 29,451	$ 81,222
Total - Income	$ 8,234,564	$ 281,336	$ 511,651	$ 667,449	$ 692,814	$ 650,482	$ 780,971	$ 719,655	$ 650,482	$ 702,257	$ 800,374	$ 670,170	$ 705,262	$ 7,832,902
Expense														
Total - 1000 - Certificated Salaries	$ 2,968,279	$ 36,523	$ 266,523	$ 266,523	$ 266,523	$ 266,523	$ 266,523	$ 266,523	$ 266,523	$ 266,523	$ 266,523	$ 266,523	$ 266,523	$ 2,968,279
Total - 2000 - Classified Salaries	$ 597,115	$ 19,462	$ 52,514	$ 52,514	$ 52,514	$ 52,514	$ 52,514	$ 52,514	$ 52,514	$ 52,514	$ 52,514	$ 52,514	$ 52,514	$ 597,115
Total - 3000 - Employee Benefits	$ 1,146,382	$ 95,532	$ 95,532	$ 95,532	$ 95,532	$ 95,532	$ 95,532	$ 95,532	$ 95,532	$ 95,532	$ 95,532	$ 95,532	$ 95,532	$ 1,146,382
Total - 4000 - Books & Supplies	$ 514,002	$ 141,403	$ 22,770	$ 21,773	$ 21,773	$ 21,773	$ 138,911	$ 30,982	$ 21,773	$ 21,773	$ 21,773	$ 21,773	$ 19,310	$ 505,790
Total - 5000 - Services & Other Operating Expenses	$ 2,846,268	$ 34,386	$ 182,901	$ 214,647	$ 179,501	$ 179,501	$ 561,340	$ 179,501	$ 179,501	$ 179,501	$ 214,647	$ 179,501	$ 526,195	$ 2,811,122
Total - Expense	$ 8,088,882	$ 327,305	$ 620,240	$ 650,989	$ 615,844	$ 615,844	$ 1,114,820	$ 625,052	$ 615,844	$ 615,844	$ 650,989	$ 615,844	$ 960,074	$ 8,028,688
Net Income	$ 145,682													
Summary														
Net Income / Cash Position (without depreciation)	**$ 145,682**	**$ (45,969)**	**$ (108,589)**	**$ 16,459**	**$ 76,970**	**$ 34,638**	**$ (333,849)**	**$ 94,603**	**$ 34,638**	**$ 86,414**	**$ 149,385**	**$ 54,326**	**$ (254,812)**	**$ (195,787)**
Beginning Cash balance	$ 1,129,729	$ 1,129,729	$ 1,442,921	$ 1,334,331	$ 1,350,791	$ 1,427,761	$ 1,462,399	$ 1,128,550	$ 1,223,153	$ 1,257,791	$ 1,344,205	$ 1,493,590	$ 1,547,916	$ 1,129,729
Accounts Receivable from Prior Year (add)	$ 401,662	$ 401,662												$ 401,662
Accounts Payable from Prior Year (subtract)	$ (42,501)	$ (42,501)												$ (42,501)
Capital Improvements														
Ending Cash by month	$ 1,293,103	$ 1,442,921	$ 1,334,331	$ 1,350,791	$ 1,427,761	$ 1,462,399	$ 1,128,550	$ 1,223,153	$ 1,257,791	$ 1,344,205	$ 1,493,590	$ 1,547,916	$ 1,293,103	$ 1,293,103

Summit Public School: K2 - Overview of Financial Projections

Summit Public Schools has successfully operated Summit Public School: K2 since the fall of 2014. SPS: K2 has grown one grade per year since opening and will grow to serve grades 7 – 12 in 2019-2020. The financial projections are based on 5 years of operating SPS: K2 and 15 years of operating the other 10 schools in the Summit Public Schools network.

Enrollment:

Per the Summit model, SPS: K2 is a small school, enrolling 100-120 students per grade. In 2018-19, SPS: K2's enrollment is projected to be 497 students. Maximum enrollment is limited to 630 students due to facilities space.

Enrollment	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**	**22-23**
7	65	105	105	105	105	105
8	102	95	95	95	95	95
9	120	115	115	115	115	115
10	120	110	110	110	110	110
11	90	105	105	105	105	105
12	0	100	100	100	100	100
Total	497	630	630	630	630	630

Key Revenue Sources:

LCFF (Local Control Funding Formula) Funding:

The principal source of funding is the Local Control Funding Formula from the State of California.

Based on the current rates and the FCMAT LCFF v19.2a, Summit projects our LCFF rates through 2024 to be:

LCFF $/ADA	18-19	19-20	20-21	21-22	22-23	22-23
	$9,882	$10,347	$10,528	$10,883	$11,238	$11,519

This also assumes Department of Finance (DOF) forecasted COLA increases.

Special Education:

SPS: K2 is part of the El Dorado County SELPA. The El Dorado County SELPA funding rate per ADA in 2018/19 is $522 (state) and $125 (federal) before administrative fee. This budget uses the assumption that SPS: K2 will be in the El Dorado County SELPA for the duration of the renewed charter.

Key Expenses:

Staffing Plan:

To ensure the highest level of attention to our students, SPS: K2 will maintain a low student faculty ratio. The school plans to maintain its current staffing and increase it with each new grade level until the SPS: K2 school is fully built out with grades 7 – 12.

	2018-19
Classroom Teachers:	
English	5
History	5
Math	5
Science	5
Spanish	2
RSP	2
Expeditions	2
Total	26
Administration:	
Principal/Executive Director	1
Dean	3
Office Manager	1
Office Assistant	2
Lunch Server (.5)	0.5
Total	7.5
Other:	
Special Education Aid	2
# of Employees	35.5

SPS: K2 will purchase financial, technology, data, fundraising, leadership, college and data, and professional development services from Summit Public Schools. This expense can be found in the bottom section of the budget and is billed in the 5000 series.

Extracurricular, enrichment classes are managed under the “Expeditions” program. There are two site-based Expeditions teachers at SPS: K2 in the 2018-19 year that are budgeted under the 1000 and 2000 series.

Compensation:

Compensation is based on the SPS Teacher Compensation Scale. This scale is published throughout the organization and available to all prospective employees.

The 2018 – 2019 scales are:

Years	Low	Mid	High
1	$51,078	$53,632	$56,313
2	$53,121	$55,777	$58,566
3	$55,246	$58,008	$60,909
4	$57,456	$60,329	$63,345
5	$59,754	$62,742	$65,879
6	$62,144	$65,251	$68,514
7	$64,630	$67,861	$71,254
8	$67,215	$70,576	$74,105
9	$69,904	$73,399	$77,069
10	$72,700	$76,335	$80,152
11	$75,608	$79,388	$83,358
12	$78,632	$82,564	$86,692
13	$81,777	$85,866	$90,160
14	$85,049	$89,301	$93,766
15	$88,451	$92,873	$97,517
16	$88,451	$92,873	$97,517

Teachers who have taught at Summit 3-4 years:

Years	Low	Mid	High
1	$53,078	$55,632	$58,313
2	$55,121	$57,777	$60,566
3	$57,246	$60,008	$62,909
4	$59,456	$62,329	$65,345
5	$61,754	$64,742	$67,879
6	$64,144	$67,251	$70,514
7	$66,630	$69,861	$73,254
8	$69,215	$72,576	$76,105
9	$71,904	$75,399	$79,069
10	$74,700	$78,335	$82,152
11	$77,608	$81,388	$85,358
12	$80,632	$84,564	$88,692
13	$83,777	$87,866	$92,160
14	$87,049	$91,301	$95,766
15	$90,451	$94,873	$99,517
16	$90,451	$94,873	$99,517

Teachers who have taught at Summit 5+ years:

Years	Low	Mid	High
1	$56,078	$58,632	$61,313
2	$58,121	$60,777	$63,566
3	$60,246	$63,008	$65,909
4	$62,456	$65,329	$68,345
5	$64,754	$67,742	$70,879
6	$67,144	$70,251	$73,514
7	$69,630	$72,861	$76,254
8	$72,215	$75,576	$79,105
9	$74,904	$78,399	$82,069
10	$77,700	$81,335	$85,152
11	$80,608	$84,388	$88,358
12	$83,632	$87,564	$91,692
13	$86,777	$90,866	$95,160
14	$90,049	$94,301	$98,766
15	$93,451	$97,873	$102,517
16	$93,451	$97,873	$102,517

Low, Mid, and High are based on credentials/degrees. Summit recalibrated compensation scales before the 2017-18 school year, and since Summit is a unique place to teach at, a “Summit experience” stipend has been added as part of compensation to teachers who have taught at Summit for at least 3 years. Teachers who have taught at Summit for 3-4 years receive an additional $2,000 to their base compensation and teachers who have taught at Summit for at least 5 years receive an additional $5,000 to their base compensation.

To create a school budget, we assume a combination of levels. We assume the average teacher is year 5 and we have used an average teaching salary of $67,080k.

We assume 10% teacher turnover every year, and also uses common administration scales throughout the organization.

Benefits:

SPS: K2 faculty members will receive health, dental, and vision benefits. Health and welfare benefits at Summit have hovered around 8% of compensation over the last few years. For this budget a 9% of compensation is assumed for health and welfare costs. Other benefits are also calculated as a percent of compensation. Faculty members will receive short and long-term disability and life insurance without charge. Finally, qualified certificated faculty will be enrolled in

STRS. Non-certificated faculty will be eligible for a comparable retirement plan.

Summit employees cover 25% of their insurance costs.

Books and Online Content:

We have budgeted a small amount for books and lab supplies. Our content is primarily online through the SPS Personalized Learning Platform at no expense to the schools.

Technology:

To support the curriculum, SPS: K2 will maintain a 1:1 student computer ratio. Additionally, every faculty member will have a laptop. We have assumed a 2 year replacement rate. Our budget also includes servers, wireless boxes, video conferencing equipment, and other startup technology costs. See the next section for more information.

Facilities:

SPS: K2 currently occupies two separate school buildings for it's middle school and high school. SPS: K2's landlord is the Chamberlain Foundation which pegs the rent expense at $1,000/student. SPS: K2 is currently eligible for SB740 rent subsidy.

SPS Partnership Support Fees:

SPS: K2 will purchase financial, technology, data, fundraising, leadership, academic and professional development services from Summit Public Schools. The rates have been set for a multiyear period and depend on the size/maturity of the school. Because these services will be shared with the other SPS schools, we expect to access higher quality at a lower cost than would be possible for a single site school.

District Oversight:

District oversight is 1% of Local Control Funding Formula (LCFF) revenues.

Cash:

Summit Public Schools is committed to supporting our schools. Our Board has passed a resolution stating that the SPS Central Office will provide all necessary funds to any of the schools for which it holds the charter, including any and all new schools that it will operate in the future. (Resolution available upon request.) In the case of cash shortages, SPS: K2 will have access to a cash loan from SPS Central.

SUMMIT PUBLIC SCHOOLS FISCAL POLICIES AND PROCEDURES

FISCAL CONTROL POLICIES AND PROCEDURES

OVERVIEW

The Board of Directors of Summit Public Schools has reviewed the following policies and procedures to ensure the most effective use of the funds of Summit Public Schools to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulate financial policies and procedures, delegate administration of the policies and procedures to the CEO and Executive Director and review operations and activities on a regular basis.
2. The CEO of Summit Public Schools has responsibility for all operations and activities related to financial management of Summit Public Schools. The Executive Director of Summit Public School: Denali has responsibility for all operations and activities related to financial management at Summit Public School: Denali.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All documentation related to financial matters will be completed by computer, word processor, typewriter, or ink.
5. The Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to them. The Board of Directors will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.

Annual Financial Audit

1. The Board of Directors will annually appoint an audit committee by January 1 to select an auditor.
2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee.
3. The committee will annually contract for the services of an independent certified public accountant to perform an annual fiscal audit.
4. The audit shall include, but not be limited to:
    a. An audit of the accuracy of the financial statements
    b. An audit of the attendance accounting and revenue accuracy practices
    c. An audit of the internal control practices

FISCAL CONTROL POLICIES AND PROCEDURES

PURCHASING

1. The CEO/Executive Director may authorize expenditures and may sign related contracts within the approved budget. The Board of Directors must approve expenditures that would result in a budget variance of $25,000of the specific budget line item.
2. The Board of Directors must approve contracts over 5% of operating expenses, with the exception of Intersession Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Intersession contracts must be approved by the CEO/ Executive Director and the CFO.
3. The CEO/Executive Director or CFO must approve all purchases. When approving purchases, the CFO, CEO/Executive Director must:
    a. Determine if the expenditure is budgeted
    b. Determine if funds are currently available for expenditures (i.e. cash flow)
    c. Determine if the expenditure is allowable under the appropriate revenue source
    d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
    e. Determine if the price is competitive and prudent. All purchases over $10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO/Executive Director.
5. Any individual making an authorized purchase on behalf of the school must provide the bookkeeper with appropriate documentation of the purchase.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

Petty Cash

1. The Office Manager will manage the petty cash fund.
2. The petty cash fund will be capped at $300.
3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Executive Director will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. The Bookkeeper will insure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling $300. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Executive Director or Bookkeeper within 48 hours of withdrawing the petty cash.

7. When expenditures total $200 (when cash balance is reduced to $100), the Bookkeeper will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the CEO/Executive Director. This should be done on at least a twice monthly.
8. Petty cash fund reimbursement checks will be made payable to the CEO/Executive Director.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the CEO/Executive Director.
10. Loans will not be made from the petty cash fund.
11. The Bookkeeper will conduct surprise counts of the petty cash fund.

Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
    a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The CEO/Executive Director may also require that contract service providers list the school as an additional insured.
3. The CEO/Executive Director will approve proposed contracts in writing.
4. Contract service providers will be paid in accordance with approved contracts as work is performed.
5. The Board of Directors must approve contracts over 5% of operating expenses, with the exception of Intersession Contracts as approved in the adopted budget. Contracts below 5% of operating expenses and Intersession contracts must be approved by the CEO/ Executive Director and the CFO.

FISCAL CONTROL POLICIES AND PROCEDURES

ACCOUNTS PAYABLE

Bank Check Authorization

1. All original invoices will immediately be forwarded to the CFO for approval.
2. The CFO will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to The Bookkeeper with the invoice. The Bookkeeper will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. In the case that a purchase is not in the approved budget, the CFO will consult the CEO/Executive Director before approving the expense.
4. Once approved by the CFO, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to The Bookkeeper on at least a weekly basis The Bookkeeper will then process the invoices with sufficient supporting documentation.
5. Every two weeks, the CFO will prepare a list of recent transactions for approval by the CEO/Executive Director.
6.

Bank Checks

1. The CEO/Executive Director will be authorized to open and close bank accounts. The two overseeing Board Members (the Board Finance Committee Chairperson and one other Board Member) may sign bank checks within established limitations (please see #6 below).
2. The Bookkeeper will ensure that payments from private funds are drawn on the appropriate bank account.
3. The Bookkeeper and CEO/Executive Director will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the CEO/Executive Director will send appropriate approved documentation to The Bookkeeper.
5. Once approved by the CEO/Executive Director, The Bookkeeper types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
6. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
7. The Bookkeeper will record the check transaction(s) into the appropriate checkbook and in the general ledger.
8. The Bookkeeper will distribute the checks and vouchers as follows:
    a. Original – mailed or delivered to payee

   b. Duplicate or voucher – attached to the invoice and filed by account number
   c. Cancelled Checks – filed numerically with bank statements by the Office Manager

9. Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to the Bookkeeper who will attach any other related documentation as appropriate.

Bank Reconciliation

1. Bank statements will be received directly, unopened, by the CFO.
2. The CFO will examine all paid checks for date, name, cancellation, and endorsement and report any discrepancies to the Bookkeeper. Any discrepancies regarding the paid checks or any checks over 60 days will be researched and if applicable deleted from the accounting system.
3. The Bookkeeper will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.
4. The Bookkeeper will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the CEO/Executive Director.

Accounts Receivable

1. Documentation will be maintained for accounts receivable and forwarded to the Bookkeeper.
2. Accounts receivable will be recorded by the Bookkeeper in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. All cash and check receipts will be immediately endorsed with the school deposit stamp.
2. By the close of business each day, the Office Manager will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be given to the Bookkeeper with the weekly invoices.
3. A deposit slip will be completed by the Office Manager for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
4. Deposits totaling greater than $2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than $2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
5. All checks will be endorsed as follows: “For Deposit Only; Agency; Program; Bank Account number.”

6. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to the Bookkeeper to be filed and recorded monthly.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the Bookkeeper or the CEO/Executive Director, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the CEO/Executive Director and/or Board of Directors.

Personnel

1. The CEO/Executive Director will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The CEO/Executive Director will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee’s hiring is not effective until the employment application, form W-4, form I-9, and have been completed.

PAYROLL

Timesheets

1. All hourly employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to The Bookkeeper on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours worked in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee’s regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee’s supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the CEO/Executive Director for further guidance.

Payroll Processing

1. For hourly employees, the signatory supervisor will verify the timesheets for appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. No overtime hours should be listed on timesheets without the supervisor’s initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to the Bookkeeper who will verify the calculations for accuracy.
2. For certificated employees, the authorized supervisor will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The authorized supervisor will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

3. For confidential employees, the CEO/Executive Director will verify working days for accuracy, tracking the attendance of certificated employees using the monthly log (to minimize recall at the end of the month as to which certificated employees worked). The CEO/Executive Director will provide the designated school employee with any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.
4. For substitute teachers, the Office Manager will maintain a log of teacher absences and the respective substitutes that work for them. The Office Manager will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to the Bookkeeper.
5. The CEO/Executive Director will notify the Bookkeeper of all authorizations for approved stipends.
6. The Bookkeeper will prepare the payroll worksheet based on the summary report from the designated school employee.
7. The payroll checks (if applicable) will be delivered to the school. The CEO/Executive Director will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Filings

1. The Bookkeeper will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. The Bookkeeper will authorize the contracted payroll processor to process federal and state payroll taxes.
3. The Bookkeeper will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the CEO/Executive Director, and submit the forms to the respective agencies.

Record Keeping

1. The CEO/Executive Director will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
    a. The designated school employee will immediately notify the CEO/Executive Director if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
    b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

EXPENSES

Expense Reports

1. Employees will be reimbursed for expenditures within two weeks of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to the Bookkeeper.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the CEO/Executive Director must sign expense reports.
5. CEO/Executive Director expense reports should always be submitted to the Bookkeeper for processing and payment. The CEO/Executive Director's expense reports must be approved by a designated Board Member (who does not have check signing authority.)

Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The CEO/Executive Director must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the CEO/Executive Director.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the CEO/Executive Director for approval and then on to the Bookkeeper for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Board of Directors Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.

2. The CEO/Executive Director will approve and sign the expense report, and submit it to the Bookkeeper for payment.

Telephone Usage

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.
3. The Office Manager will review and properly account for all long distance calls in excess of five dollars per call.

Finance

Financial Reporting

1. In consultation with the CEO/Executive Director, the financial team at Summit Public Schools will prepare the annual financial budget for approval by the Board of Directors. The budget will be revised once each fiscal year, usually in October or November.
2. The financial team at Summit Public Schools will submit a monthly balance sheet and monthly revenue and expense summaries to the CEO/Executive Director including a review of the discretionary accounts and any line items that are substantially over or under budget (< or > 10% of established budget). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. Each month, the financial team will also prepare an updated budget forecast and statement of cash flows. The budget forecast will highlight any variances from the approved budget.
4. The financial team at Summit Public Schools will provide the CEO/Executive Director and/or Board of Directors with additional financial reports, as needed.

Loans

1. The CEO/Executive Director and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the CEO/Executive Director before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.

3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or CEO/Executive Director, certain documentation may be maintained for a longer period of time.
2. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies, including financial and attendance accounting data, will be regularly prepared

RESERVES /INSURANCE/LIABILITIES/ASSETS

Funds Balance Reserve

1. A funds balance in accordance with state recommendations for charter schools will be maintained.

Insurance

1. The CEO/Executive Director will ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The CEO/Executive Director will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The CEO/Executive Director will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

Asset Inventory

1. An asset is defined as all items, purchased or donated, with a value of $2000 or more and with a useful life of more than one year.
2. The Office Manager will file all receipts for purchased asset.
3. The Office Manager will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. The Office Manager will take a physical inventory of all assets at least 90 days before the end of each fiscal year, indicating the condition and location of the asset.
5. The CEO/Executive Director will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The CEO/Executive Director will submit to the Board of Directors written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

Parking Lot Liability

1. Parking lot related incidences are not covered under any insurance policy. The school assumes no liability for damage to cars:
   a. Parked in the parking lot during school hours
   b. Parked in the parking lot after school hours
2. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity, such as physical education equipment breaking a window (e.g. a ball)
3. Otherwise, liability is as follows:
   a. If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.
   b. If a parent or other visitor causes damage, that individual is responsible.
   c. If an employee causes damage, the employee is responsible.
   d. If an unknown person causes damage and there is no witness, the affected individual would determine if they have applicable coverage through his/her individual insurance policies.

charterSAFE

EVIDENCE OF COVERAGE BOUND

THE EVIDENCE OF COVERAGE BOUND BELOW HAVE BEEN ISSUED TO THE NAMED MEMBER LISTED HEREIN FOR THE COVERAGE PERIOD INDICATED, NOTWITHSTANDING ANY AGREEMENT, TERM, OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT TO WHICH THIS DECLARATION OF COVERAGE AND LIMITS MAY PERTAIN. THE COVERAGE AFFORDED UNDER THE COVERAGE AREAS LISTED BELOW IS SUBJECT TO ALL THE TERMS, CONDITIONS, AND EXCLUSIONS ESTABLISHED IN THE MEMORANDUM OF COVERAGE AND/OR APPLICABLE POLICIES. LIMITS SHOWN MAY BE OR HAVE BEEN REDUCED BY PAID CLAIMS FOR THE COVERAGE PERIOD INDICATED.

Effective Date: July 1, 2018 12:01 AM - July 1, 2019 12:01 AM

Named Member:

Summit Public Schools
780 Broadway
Redwood City, CA 94063

Coverage Provided by (CP):

Coverage Provider Addendum is available upon request. Please reach out to your CharterSAFE primary representative.

Core Liability Program

Coverage Limits: $30,000,000 Per Member Aggregate

The Core Liability Program breaks down as follows:

CP	COVERAGES		SCHEDULE OF LIMITS
A,N, E,J, M,D, B	**Directors & Officers, Employment Practices, and Fiduciary Liability ** **		
	Directors & Officers Liability (D&O)	**Deductible**: $0 per claim **Continuity Date**: 07/01/2011	$2,000,000 per claim/aggregate
	Employment Practices Liability (EPL)	**Deductible**: 25,000.00 per claim **Continuity Date**: 07/01/2011	$2,000,000 per claim/aggregate
	Fiduciary Liability	**Deductible**: $0 **Continuity Date**: 07/01/2012	$1,000,000 per claim/aggregate
AE, J,M, D,B	**General Liability** **Deductible**: $500 per occurrence for losses arising out of participation in _High Risk Activities_* General Liability includes Damage to Premises Rented, Products-Completed Operations, and Personal and Advertising Injury		**$2,000,000 per occurrence**
	Premises Medical Payment Sublimit		$10,000 per person sublimit $50,000 per occurrence sublimit
	Employee Benefits Liability		**$2,000,000 per occurrence**
	Educator's Legal Liability **Deductible**: $2,500 per occurrence		**$2,000,000 per occurrence**
	IEP (Individualized Educational Program) Defense Sublimit **Deductible**: $7,500 per occurrence		$50,000 per occurence/aggregate sublimit
	Sexual Abuse Liability		**$2,000,000 per occurrence**
	Law Enforcement Activities Liability		**$2,000,000 per occurrence**

	Automobile Includes Autos scheduled with CharterSAFE, non-owned autos and hired autos	
	Auto Liability	**$2,000,000 per occurrence**
	Uninsured/Underinsured Sublimit	$1,000,000 per occurrence sublimit
	Automobile Medical Payment Sublimit	$10,000 per person sublimit $50,000 per occurrence sublimit
	Auto Physical Damage **Deductible**: $500 per occurrence for Hired auto Physical Damage	**$1,000,000 per occurrence**
J.M, D,B	**Excess Reinsurance** Applies to the following coverage areas: • General Liability, excluding Damage to Premises Rented • Employee Benefits Liability • Educator's Legal Liability, excluding IEP Defense sublimit • Sexual Abuse Liability • Law Enforcement Activities Liability • Automobile Liability, excluding Auto Physical Damage • D&O and EPL excluding Fiduciary Liability	$28,000,000 per occurrence/claim based on underlying coverage $28,000,000 aggregate Note: Coverage over the underlying $2,000,000 to make a total of $30,000,000

Crime

A,E	**Crime** ☒ Monies and Securities **Deductible:** $500 per occurrence	$1,000,000 per occurrence
	☒ Computer & Funds Transfer Fraud **Deductible:** $500 per occurrence	$1,000,000 per occurrence
	☒ Forgery or Alteration **Deductible:** $500 per occurrence	$1,000,000 per occurrence
	☒ Employee Dishonesty **Deductible:** $500 per occurrence	$1,000,000 per occurrence

Property

A,P, N,F, C	**Property** **Valuation:** Replacement Cost Total Insured Value: (Building Value + Content Value + EDP) **Deductible**: $1,000 per occurrence ☒ Building (including tenant improvements and betterments) ☒ Personal Property - Contents & Electronic Data Processing ☒ Builder's Risk - As scheduled with CharterSAFE for projects over $200,000 ☒ Boiler and Machinery / Equipment Breakdown ☒ Business Interruption - $10,000,000 ☒ Extra Expense - $10,000,000	As scheduled with CharterSAFE subject to the maximum limit of $150,000,000 per occurrence. See "Exposures & Locations" section

Additional Program Coverages

A,G	**Pollution Liability and First Party Remediation** **Deductible:** $10,000 per occurrence	$1,000,000 per pollution condition $5,000,000 aggregate for all CharterSAFE members combined
A,O	**Terrorism Liability****	$5,000,000 per occurrence/aggregate for all CharterSAFE members combined
A,I	**Terrorism Property** **Deductible:** $1,000 per occurrence Total insured Value (Building Value + Content Value + EDP)	As scheduled with CharterSAFE subject to the maximum limit of $20,000,000 per occurrence. See "Exposures & Locations" section
A,K	**Student Accident and Volunteer Accident** **Deductible:** $500 per incident for losses arising out of participation in *High Risk Activities**	
	☒ Student Accident	$50,000 per incident
	☒ Volunteer Accident	$25,000 per incident
A,H	**Cyber Liability**** **Deductible:** $2,500 per claim	$1,000,000 per claim $5,000,000 aggregate for all CharterSAFE members combined

*A list of High Risk Activities is available at www.chartersafe.org or you may contact Carly Weston (cweston@chartersafe.org / 818-394-6547) from CharterSAFE's Risk Management Team.

** Claims-Made coverage. Coverage applies only to claims made against the Named Member during the Period of Coverage and Reported during the Period of Coverage.

The Evidence of Coverage Bound is issued as a matter of information only to Named Members for their internal use and confers no rights upon any viewer of this Evidence of Coverage Bound other than those provided for in the Memorandum of Coverage and/or applicable policies. This Evidence of Coverage Bound does not amend, extend, or alter the coverage described within the Memorandum of Coverage and/or applicable policies and may only be copied, printed, used, and viewed by the Named Member. Any other use, duplication, or distribution of this Evidence of Coverage Bound without the prior written consent of CharterSAFE is prohibited.

EXPOSURES & LOCATIONS

Location Address(es)	Students	Employees
Summit Preparatory Charter High School DBA Summit Prep 890 Broadway Street Redwood City, CA 94062	425	29
Summit Public Schools K2 1800 Elm Street El Cerrito, CA 94530	497	26
Summit Public Schools: Denali 1012 Linda Vista Ave. Mountain View, CA 94043	0	0
Summit Public Schools: Denali 539 E. Weddell Dr. Sunnyvale, CA 94089	325	25
Summit Public Schools: Everest 455 5th Avenue Redwood City, CA 94063	400	29
Summit Public Schools: Rainier 1750 S. White Road (Mt. Pleasant Site) San Jose, CA 95127	364	27
Summit Public Schools: Tahoma 285 Blossom Hill Road San Jose, CA 95123	370	33
Summit Public Schools: Tamalpais 3020 Hilltop Mall Rd. San Pablo, CA 94806	348	25
Summit Public Schools 780 Broadway Redwood City, CA 94065	0	200
Summit Public Schools: Shasta 905 Campus Drive Daly City, CA 94015	449	25
Summit Public Schools: Denali 195 Leota Ave./1133 W Washington Ave. Sunnyvale, CA 94086	300	18
Total:	**3,478**	**437**

Vehicles

None scheduled.

Locations

	Building Value	Content Value	Electronic Data Processing (EDP)	Total Insured Value (TIV)
Summit Preparatory Charter High School DBA Summit Prep 890 Broadway Street Redwood City, CA 94062	$0	$200,000	$100,000	$300,000
Summit Public Schools K2 1800 Elm Street El Cerrito, CA 94530	$0	$200,000	$100,000	$300,000
Summit Public Schools: Denali 1012 Linda Vista Ave. Mountain View, CA 94043	$0	$0	$0	$0
Summit Public Schools: Denali 539 E. Weddell Dr. Sunnyvale, CA 94089	$220,000	$200,000	$100,000	$520,000
Summit Public Schools: Everest 455 5th Avenue Redwood City, CA 94063	$0	$200,000	$100,000	$300,000
Summit Public Schools: Rainier 1750 S. White Road (Mt. Pleasant Site) San Jose, CA 95127	$0	$200,000	$100,000	$300,000
Summit Public Schools: Tahoma 285 Blossom Hill Road San Jose, CA 95123	$0	$200,000	$100,000	$300,000
Summit Public Schools: Tamalpais 3020 Hilltop Mall Rd. San Pablo, CA 94806	$0	$200,000	$100,000	$300,000
Summit Public Schools 780 Broadway Redwood City, CA 94065	$5,600,000	$1,200,000	$300,000	$7,100,000
Summit Public Schools: Shasta 905 Campus Drive Daly City, CA 94015	$12,000,000	$200,000	$100,000	$12,300,000
Summit Public Schools: Denali 195 Leota Ave./1133 W Washington Ave. Sunnyvale, CA 94086	$0	$200,000	$100,000	$300,000
Total:	**$17,820,000**	**$3,000,000**	**$1,200,000**	**$22,020,000**

SUMMIT PUBLIC SCHOOLS: K2 FOUNDING GROUP

This list represents the official founding group of Summit Public School: K2 and is included as this group was listed in the original charter petition.

The founding group of Summit Public School: K2 is comprised of community leaders, educators and several founders of SPCHS, EPHS, SPS: Rainier, SPS: Tahoma, SPS: Denali, and SPS: Shasta. The group was brought together by their shared commitment to Summit Model Schools as an effective means for preparing all students for success in four year college and to be contributing members of society, and their interest in expanding this model of schooling to the Richmond / El Cerrito area.

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, SPS: Rainier, SPS: Tahoma, SPS: Shasta, and SPS: Denali, where her son will start 6th grade this Fall, 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, among other things.

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

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

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

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

Chief Financial Officer, Summit Public Schools: Isabelle Parker

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

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

Chief Growth and Innovation Officer, Summit Public Schools: Diego Arambula

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

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

Mr. Arambula joined Summit Preparatory Charter High School as a social science teacher at the beginning of its third year of operation and worked on a number of administrative projects throughout his six years as a classroom teacher. During his time with Summit Public Schools, he has organized large recruiting events for SPCHS and EPHS, facilitated numerous meetings, including a meeting of 30 math professionals from Summit Public Schools, Stanford University and other local schools to develop a plan for math education. He has been a part of the Summit Public Schools Leadership Team that planned and implemented professional development experiences for the faculty, leading multiple sessions himself and even consulting on some professional development sessions for local middle school teachers. Mr. Arambula has used his previous experience with public speaking and media relations to speak at multiple venues in support of Summit Public Schools, including but not limited to board and community meetings. At this same time, he has taught World History for freshmen, AP US History for juniors, AP US Government and Politics for seniors and a college advisory curriculum known as Connections for all grades.

As the Founding Executive Director of Summit Public School: Rainier, Mr. Arambula was responsible for informing members of the community of the introduction of a public charter school in their district and maintaining good communication throughout the process, recruiting students, developing a program to prepare students for success in college, and building and leading a team to accomplish that goal.

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

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

Chief Academic Officer, Summit Public Schools: Adam Carter

Expertise: Curriculum, instruction, assessment, and administration

Education and Experience: After graduating from the Stanford University Teacher Education Program, Mr. Carter spent one year teaching at Mountain View High School during which he won the California Association for Advancement in Education's Outstanding First Year Teacher Award for diligence and reflection in planning, instruction and assessment.

Mr. Carter joined Summit Prep Charter High School as a teacher in the school's first year, serving as the school's founding English teacher. Mr. Carter played an instrumental role in developing the curriculum, instruction plans, and assessments for the English program at Summit Prep which served as the foundation for the program that is still being iterated on today. After two years at SPCHS Mr. Carter left to teach English at the Jakarta International School in Jakarta, Indonesia where he worked for four years, serving as a teacher, program director, and administrator for four years, after which he went on to become a teacher and school leader at Asociación Escuelas Lincoln in Buenos Aires Argentina.

In 2011 Mr. Carter came back to Summit Public Schools to act as the Director of Professional Development, a position he held for one year before becoming the Chief Academic Officer. In that role, Mr. Carter oversees a team of six that focus on curriculum and assessment development across all disciplines, special education resources, social-emotional learning practices, and teacher professional development.

Chief Information Officer, Summit Public Schools: Jon Deane

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

Education and Experience: After graduating from Stanford University with a degree in economics, Mr. Deane spent 7 years in the finance sector at several firms, including Deloitte & Touche and Charles Schwab. After that, Mr. Deane went back to Stanford to receive his Master's in Education from the Stanford Teacher Education Program.

Mr. Deane joined Summit Prep Charter High School as a math teacher in the school's third year. He brought with him skills from the finance sector and emphasized a data driven decision making process and was instrumental in creating the schools culture of robust information analysis to inform classroom and school wide decisions. Over his eight years at Summit Public Schools, Mr. Deane has served as math teacher, CFO of Summit Prep Charter High Schools, Founding Executive Director of Everest Public High School, and now Chief Information Officer.

In his current role, Mr. Deane leads a team of 4 responsible for creating and maintaining information systems that allow teachers to collect and analyze empirical data about their students and classrooms, as well as allow other stakeholders to better access information about our students and schools. The team also develops partnerships with technology and software providers that own or create tools to improve data collection and analysis.

Executive Director, Everest Public High School: Kelly Garcia

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

Education and Experience: Ms. Garcia has been working in the field of education for over 16 years as a teacher, school reform coach, and administrator in Boston public schools and the Bay Area. Ms. Garcia spent her first two years at Summit Preparatory High School teaching 9th and 10th grade World Studies, then spent time as the Director of Admissions, Dean of Students, and Director of Academics, and assistant director. In 2011 she became the Executive Director of Everest Public High School, the second school in the Summit Public Schools network. Under Ms. Garcia's leadership Everest Public High School has met all of its growth targets and just graduated its first class of seniors.

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

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

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

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.

SPS 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.