



Summit Public School: K2

Charter Petition

Submitted to the West Contra Costa Unified School District Board of
Education

June 14, 2013

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For the term July 1, 2014 through June 30, 2019



June 14, 2013

Via Hand Delivery

Board of Education
West Contra Costa Unified School District
1108 Bissell Ave.
Richmond, CA 94081

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

Dear Members of the Board of Education:

As the Lead Petitioner for Summit Public School: K2 ("SPS: K2"), I hereby submit a formal application to the West Contra Costa Unified School District Board of Education ("District Board") for approval of the SPS: K2 charter. We look forward to working with the District Board and District 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
455 5th Avenue
Redwood City, CA 94063
(650) 556-1110

Summit Public School: K2

Submitted to the West Contra Costa Unified School District June 14, 2013

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CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

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

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

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

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

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

AFFIRMATIONS / ASSURANCES

As the authorized lead petitioner, I, Diane Tavenner, hereby certify that the information submitted in this petition for a charter 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, 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 employees shall be employees of Summit Public Schools, a California nonprofit, public benefit corporation. Summit Public Schools shall operate SPS: K2 and 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)(5)(O)]
- 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 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 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 statute, 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 No Child Left Behind Act.
- SPS: K2 shall comply with the 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 meet or exceed the legally required minimum of school days [Ref. Title 5 California Code of Regulations Section 11960.].

As the authorized representative of the petitioners, I hereby certify that the information submitted in this petition for a charter for SPS: K2 to be located within the boundaries of the District is true to the best of my knowledge and belief; I further understand that if awarded a charter, the Charter School will comply with all assurances listed above.

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

Date

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, and is home to six middle schools and eleven high schools.

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. Leaders from Summit Public Schools founded Summit Preparatory Charter High School (“SPCHS”), Everest Public High School (“EPHS”), Summit Public School: Rainier (“SPS: Rainier”), Summit Public School: Tahoma (“SPS: Tahoma”), Summit Public School: Shasta (“SPS: Shasta”), and Summit Public School: Denali (“SPS: Denali”), which serves grades 6-12. 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 schools have been academically successful: SPCHS’s 2012 base API score was 859; EPHS’s 2012 base API score was 825; SPS: Rainier’s 2012 base API score was 822 and SPS: Tahoma’s 2012 base API was 848. 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 would provide 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 proposes opening a Summit model grades 7-12 school in the West Contra Costa Unified School District. This Charter School will be a replication of the system-wide SPS model, expanded to include grades 7-12. SPS: K2 will take all we have learned from our previous schools and will continue to iterate on the model based on work we are doing in those schools.

Therefore, with the support and encouragement of WCCUSD families, this group of petitioners respectfully submits a charter petition for a new grades 7-12 school to be named Summit Public School: K2 for the District’s consideration.

We are eager and excited to contribute to the District’s admirable mission to provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society.

Thank you for your consideration,

Diane Tavenner
The Petitioners for Summit Public School: K2

FOUNDING GROUP

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.

Summary of necessary background critical to charter school success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Tavener									
Parker									
Arambula									
Carter									
Deane									
Garcia									
Oster									
Humphreys									
Warner									
O'Donnell									
Whitman									

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).

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

Students to be Served

SPS: K2 seeks to serve a heterogeneous group of approximately 120 students in grade 7 upon inception in the 2014-2015 school year. In all subsequent years, enrollment will increase by one grade level, with approximately 100 - 120 students. In 2020-2021, the total Charter School enrollment will reach capacity of approximately 677 students (approximately 100 - 120 students in each of the grades 7-12). The estimated grade build out plan for the first charter term will be as follows:

Grade	2014-15	2015-16	2016-7	2017-18	2018-19	2019-2020	2020-2021
7	120	120	120	120	120	120	120
8		100	115	115	115	115	115
9			120	120	120	120	120
10				110	110	110	114
11					98	105	108
12						93	100

Summit Public School: K2

Submitted to the West Contra Costa Unified School District June 14, 2013

Total	120	220	355	465	563	663	677
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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, and in particular the area in which the school is eventually located. 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, and further details regarding the District can be found in Appendix A (Source: 2012 District API Report)

Black or African-American	20.6%
Asian	11%
Filipino	5%
Hispanic or Latino	49.5%
White	11%
Socioeconomically Disadvantaged	71%
English Learners	44%
Students with Disabilities	14%

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.

Students must be able to identify problems and think through many solutions. 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, self-management, social awareness, interpersonal interactions, decision-making and responsible behaviors, will also be just as important as content knowledge. It has never been enough to prepare students with only content

knowledge, or cognitive skills, or habits of success. An educated person in the 21st century must have all of these and real life learning experiences which apply to all three, to be truly prepared for the world they will be stepping into. We believe that by meeting the Expected School-Wide Learning Results, students at SPS: K2 will gain all of these skills and have these experiences.

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:

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

For more discussion on teaching methods, please see 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 B – Proposed Bell Schedule and Appendix C –Sample School Calendar). Core instruction will take place between 8:15 AM and 3:30 PM. Additional support and learning opportunities will happen before 8:15 AM, between 3:30 and 5:30 PM and on weekends. 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 will be **small and personalized**. Research shows that small schools allow students and teachers to develop more intensive, long-term relationships that enable better conditions for teaching and learning. SPS: 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. 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 an **advisory program**. Each student will have one faculty member serve as his/her mentor each year. The mentor will meet daily with the advisees to support both a healthy, balanced, and productive school experience while ensuring a successful transition to college. In addition, the mentor will work with advisees and families to ensure the student is on the right trajectory to meet their short and long term goals.

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

Each student will be guided through **college and career planning**. It is expected that a significant percentage of SPS: 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. Specific life skills to be addressed in this program include: respect, responsibility, organization, cooperation, perseverance, friendship, integrity, initiative, flexibility, sense of humor, effort, common sense, problem solving, patience, curiosity, caring, time management, public speaking, financial literacy, resiliency and stress management, personal empowerment, leadership, communication, and self-confidence.

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

The faculty will consist of **high performing teachers** who are **well supported**. Teachers will hold appropriate teaching certifications, as applicable, and will be encouraged to pursue National Board for Professional Teaching Standards Certification within their first five years at SPS: 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 design interdisciplinary curricula, so that students will be able to make connections across the subjects, and thereby deepen their conceptual understanding of content.

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

Pedagogy (Teaching Methods)

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

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

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

Integrated technology: Technology will be used as a tool throughout a student's experience at SPS: 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.

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

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

A narrative description of the average daily experience of various SPS: K2 students is included in Appendix E – 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 will be aligned with the California State Standards as well as the **Common Core Standards** for Literacy and Mathematics. 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 sample handbook is contained in Appendix F.

Core Academic Coursework: Students will be required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, language other than English, and visual and performing arts. SPS: 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 course work as well as some teacher directed independent learning.

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

Approved Courses: All courses offered at SPS: 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 course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. The course descriptions and curriculum will be modeled on the courses currently taught at SPCHS, EPHS, SPS: Rainier, and SPS: Tahoma and approved by the UC system. All courses will align with both state and **Common Core State Standards**, where applicable, as outlined in Summit Public Schools' sample course summaries, which are contained in Appendix G.

Middle School:

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

High School:

a - Social Science

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

b – English

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

c – Mathematics

- Geometry
- Advanced Algebra
- Trigonometry / Pre-Calculus
- Statistics AP
- Calculus AP

d – Laboratory Science

- Physics
- Chemistry
- Biology
- Environmental Science AP

e – Language other than English

- Spanish I
- Spanish II
- Spanish III
- Spanish IV
- Spanish Language AP
- Spanish Literature AP

f – Visual and Performing Arts

- Musical Theater I, II, III
- Art Survey I, II, III
- Instrumental Music
- Photography

- Film-making

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

Materials

The materials used by SPS: K2's teachers will be selected in accordance with the guidelines and recommendations provided by the California Department of Education, the College Board's Advanced Placement Program and the National Council for Teachers, for the six core subject areas.

The materials SPS: K2 will use are necessary to support a college preparatory and AP program, and include, but are not limited to:

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

Appendix E includes a list of other materials and texts that will form the basis for those selected for use at SPS: K2. Sample materials lists can also be found in Appendix G, by course subject.

Academically Low Achieving Students

Overview

At SPS: K2, academically low-achieving students are defined as those who perform at a basic level on California State Standards Exams and / or those who earn one or more grades of C- or lower per grading period. At-risk students are defined as those who perform at a below basic or far below basic level on California Standards Exams and/or do not pass the California High School Exit Exam on the first attempt and/or who earn one or more failing grades per grading period.

Educational research and best practices in pedagogy indicate that academically low-achieving and at-risk students benefit from learning experiences that are relevant to their lives, include multiple modes and measures, and have clear and high expectations combined with a supportive learning environment (Shulman, Lotan, and Whitcomb). Please find, attached as Appendix H, a recent report by the Century Foundation supporting these conclusions. Additionally, academically low achieving and at-risk students benefit greatly from placement in a heterogeneous classroom.

Academically low-achieving and at-risk students are thoroughly integrated into the entire student body at the Charter School and participate fully in all aspects of the curriculum. SPS: 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 Personalized Learning Plan. These supports can consist of daily tutoring by peers or adults, weekly office hours held by each teacher, subject specific workshops to re-teach previously learned concepts or material, and one-on-one and small group sessions with the teacher during the 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 will serve its academically low achieving/at risk students. These services are available to all SPS: K2 students. Appendix I summarizes a comprehensive list of supports and services and related faculty expectations and supports in A Summary of Typical Support Systems for SPS: K2 Students. Appendix E includes a narrative description of a typical daily experience, including for an academically low achieving / at risk student.

Faculty Office Hours

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

Tutoring

Monday through Friday, outside of normal school hours, SPS: K2 provides tutoring for students. Students have the option of a peer tutor or a volunteer adult tutor. Tutors are appropriately matched, given each individual student's needs, and are available in all courses. Tutors provide support on current assignments and course work, and on remediation work to help develop missing skills and poor academic literacy.

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

Expeditions

The Expeditions program partners with all six Summit Public Schools to create environments that build student character and promote deep engagement in learning. Meeting with students for a total of 7- 8 weeks spread evenly throughout the school year, Expeditions will be the glue that helps hold together various content classes by requiring students to apply their knowledge, experience real-world contexts, solve problems that require a multi-disciplinary mindset, and explore interests in arts, performances, and hands on activities. At the same time, academically low-achieving and at-risk students may take advantage of this time to work individually and in small groups with their course teachers to revisit course concepts and revise material that they were not able to master to standards during the regular semester.

Through our program modules, students gain skills—literacy, numeracy, problem solving, critical thinking, collaboration, creativity, persistence towards excellence, leadership, and active citizenship—to be successful in college and lifelong contributing members of society. With teaching character at the heart of everything we do, students will develop cognitive and non-cognitive skills while learning the content in areas such as Community Leadership, College & Career, Health & Wellbeing, Enrichment & Passion, Cultural Awareness & the Arts, and Community Leadership. Additional information can be found in Appendix DD.

Independent Learning

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

Faculty Discussions / Interventions / Individual Plans

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

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

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. 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 E.

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).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

SPS: K2 will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Language Learner Instruction and Intervention

The Charter School will serve EL students, either through self-identification or CELDT testing, at the Charter School site through a sheltered English immersion program. Under this program, the EL student is enrolled in a regular education class and receives supplementary instruction in order to learn English. For

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

these students we will employ the Specially Designed Academic Instruction in English (SDAIE) teaching approach, which our teachers will receive regular professional development to practice. The PLP process allows the Charter School to address additional needs of individual students in unique, targeted ways. Appendix E includes a narrative description of a typical daily experience for an EL student.

Monitoring and Evaluation of Program Effectiveness

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

- 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 parental program choice options.
- Monitoring of availability of adequate resources.

Serving Students with Disabilities

Overview

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

- It is understood that all children will have access to the Charter School and no student shall be denied admission due to disability.
- The Charter School shall comply with the Individuals with Disabilities in Education Improvement Act of 2004 (“IDEA”), Section 504 of the Rehabilitation Act (“Section 504”) and the Americans with Disabilities (“ADA”).
- The Charter School shall be solely responsible for compliance with Section 504 and the ADA.
- The Charter School agrees to implement a Student Study Team Process, a regular education function, which shall monitor and guide referrals for Section 504 and special education services.
- SPS: K2 will seek status as a local educational agency (“LEA”) member of a Special Education Local Plan Area (“SELPA”) for provision of special education services pursuant to Education Code Section 47641(a). SPS: K2 shall seek the District’s support in the provision of data or information in SPS: K2’s pursuit of membership in a SELPA as an LEA. Once an LEA, and a member of a SELPA, the Charter School shall be solely responsible for compliance with the IDEA and the costs thereof. SPS: K2 will consider its options for SELPA membership, including but not limited to the El Dorado County Charter SELPA.
- Until such time as a SELPA grants the Charter School membership in the SELPA as an LEA, the Charter School shall be deemed a public school of the District 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. An anticipated timeline for application to and membership in a SELPA is included in Appendix K.

Section 504 of the Rehabilitation Act

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.

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

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

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

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility. Attached as Appendix L, please find the 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 shall pursue SELPA membership as an LEA to begin the first year of operation, but can make no guarantees as to approval as an LEA in that time frame. As such, until such time as SPS: K2 is approved as an LEA member of a SELPA pursuant to Education Code Section 47641(a), SPS: K2 shall remain, by default, a public school of the District for purposes of Special Education purposes pursuant to Education Code Section 47641(b).

The following sections describe first the situation where SPS: K2 operates as a public school of the District for special education purposes pursuant to Education Code Section 47641(b); followed by a description of operation as an LEA for special education purposes.

Services for Students under the IDEA if the Charter School remains 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. 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").*

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.

Staffing

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 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.

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.

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

For students who enroll in SPS: K2 from another school district outside of the SELPA with a current IEP, the District and SPS: K2 shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the District and SPS: K2 shall implement the existing IEP at SPS: K2, to the extent practicable or as otherwise agreed between the District and parent/guardian.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. SPS: 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 through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

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

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at SPS: 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.

SPS: K2 is eager to discuss the above arrangement, or a mutually agreed upon reasonable alternative in our discussions with the District to develop the MOU.

Services for Students under the IDEA when the School Becomes an LEA and Member of SELPA

As stated above, upon charter approval, SPS: K2 will apply for SELPA membership. The Board of Summit Public Schools already operates four schools which operate as LEAs and are members of the San Mateo County SELPA and El Dorado SELPA. The following language applies while SPS: K2 is an LEA and member of the SELPA pursuant to Education Code Section 47641(a):

Upon approval as a member of the SELPA, the Charter School shall be solely responsible and liable for providing special education services under the Individuals with Disabilities Education 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 remain with 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.

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.”

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

Measurable Student Outcomes

The Charter School’s student outcomes are designed to align with the Charter School’s mission, curriculum and assessments, the Common Core State Standards for Literacy and Mathematics, and the California State Standards for courses offered at SPS: K2.

Upon graduation from the Charter School, students will have demonstrated the following ESLRs, which indicate their ability to be self-motivated, competent, and lifelong learners. Summit Public Schools believes that to prepare for success in college and then life as contributing members of society, students must also develop certain habits of success and cognitive skills, which are contained in Appendix G.

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

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

Graduates will demonstrate mastery (a basic or higher proficiency as assessed by an objective rubric) of the following skills that will indicate their ability to meet the ESLRs listed above by earning a passing grade in each of the courses required for graduation. The required courses and curriculum will be aligned to the Common Core State Standards. Course descriptions created by Summit Public Schools teachers can be found in Appendix G. By earning a passing grade in required courses, students demonstrate their mastery of these skills, which, in turn, indicates that the ESLRs have been met:

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

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

- English Language Arts 9-10
- English Language Arts 11-12
- Geometry
- Algebra II
- Trigonometry
- Probability and Statistics
- World History, Culture, and Geography: The Modern World
- United States History and Geography: Continuity and Change in the Twentieth Century
- Principles of American Democracy and Economics
- Physics
- Chemistry
- Biology / Life Science

SPS: K2 recognizes the State's movement towards implementation of the Common Core State Standards. All of the schools in the Summit Public Schools network are in the process of aligning their curriculum and measurements to test mastery of the new Common Core State Standards and will meet the Common Core State Standards when they become applicable. A team of over 60 Summit Public Schools educators, made up of teachers, school leaders, members of the Academics and Information Teams, and external partners, will be working during the summer of 2013 and over the 2013-14 school year to update curriculum, assessments, and performance tasks, among other things, to be aligned with the new Standards. They will also be designing professional development opportunities to take place over 30-34 days over the course of the 2013-2014 school year to ensure that all teachers are fully prepared for Common Core implementation well before the 2014 school year. More on the summer 2013 plan can be found in Appendix EE.

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 G.
- Apply to and be accepted for admission to at least one four year college or university

Academic Performance Index / Adequate Yearly Progress

SPS: K2 is based upon the school models of Summit Preparatory Charter High School, Everest Public High School, SPS: Rainier, SPS: Tahoma, SPS: Shasta, and SPS: Denali. These schools consistently perform highly on the Academic Performance Index ("API") and meet all Adequate Yearly Progress criteria each year. Additionally, SPCHS regularly ranks on the US News & World Report Best High Schools in America

list, most recently as the #11 public school in California and #82 nationally, as well as #23 on the Top Charter Schools List. Each Summit School had a base API score of over 800 in the most recent report. Therefore, the SPS: K2 founders believe that the SPS: K2 performance on the API, both school wide and for all numerically significant pupil subgroups, will be comparable to that of other Summit Public Schools, a summary of which is included in Appendix M.

SPS: K2 shall pursue continuous growth on the API and if applicable, its API growth target, both school wide and for all numerically significant pupil subgroups. SPS: K2 shall also continuously pursue AYP.

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 G.

Annually, performance on

- California Smarter Balanced Assessments
- California State Standards Exams
- California High School Exit Exam
- California English Language Development Test
- 9th Grade Test of Physical Fitness
- Cumulative Final Exams
- Advanced Placement Exams
- NWEA MAP
- ACTFL / AAPPL
- EPAS Series
- PSAT
- ACT
- SAT I
- SAT II

Each Semester

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

Ongoing, student performance against Charter School rubrics for the following tasks:

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

- Lab Report
- Self Assessment
- Habits of Success

Upon Graduation

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

Use and Reporting of Data

The primary tool to be used for capturing student data is Illuminate, a combined Student Information System and Data and Analysis System designed specifically for school use. In addition, the Charter School will utilize the Naviance data base system to capture all college application and acceptance data and Illuminate to analyze classroom achievement. The systems have combined the capability to record results for all of the tools described in the previous section.

Collection

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

Analysis

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

Reporting

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

Continuous Improvement

SPS: 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 will complete an extensive self-study in an effort to become an accredited school through the Western Association of Schools and Colleges ("WASC").

District Visitation/Inspection

SPS: K2 will comply with a District requested visitation process to enable the District 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 District to make random visits and inspections or observations in order to carry out its statutorily required oversight in accordance with Education Code Section 47607.

Response to Inquiries

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

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

Summit Public Schools² has constituted itself as a California non-profit public benefit corporation pursuant to California law and is a 501(c)(3) tax exempt organization, as Summit Public Schools. Summit Public School’s Amended Articles of Incorporation state:

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

Pursuant to the second stated corporate purpose of Summit Public Schools, SPS: 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 adopted by the Board of Directors of Summit Public Schools which shall be consistent with the terms of this charter, the Charter Schools Act, and all other applicable laws. Summit Public Schools’ Articles of Incorporation and approved by-laws are included in Appendix N.

SPS: K2 shall operate autonomously from the West Contra Costa Unified School District, with the exception of supervisory oversight as required by statute. Pursuant to Education Code Section 47604(c), the West Contra Costa Unified School District 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 West Contra Costa Unified School District has complied with all oversight responsibilities required by law.

Board of Directors of Summit Public Schools

Summit Public Schools is governed by a Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization which shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing its responsibilities are to create, adopt and monitor a long term strategic plan and associated budget, and to employ and evaluate the Executive Director of SPS: K2.

² The organization that is Summit Public Schools as described and referenced in this charter petition was originally incorporated under the name of The Summit Institute. The Summit Institute will file a Certificate of Amendment to the Articles of Incorporation for a name change with the Secretary of State by June 30, 2012, and expects approval of the name change to Summit Public Schools within approximately three weeks of that date. As such, we have used Summit Public Schools throughout this document.

The Board consists of at least four members and shall not exceed fourteen members. Each Board member will serve a three year term, with the exception of the Chief Executive Officer, who will serve on the Board the entire time he/she is employed by Summit Public Schools.³ Terms are staggered to ensure that at any given time no more than one third of the members have less than one year of experience on the board. New Board members will be mentored by experienced members during their first year. Board members are not subject to a limit on the number of terms they may serve. Board members will be appointed by the Board, with input from the leadership of Summit Public Schools, such that the Board contains expertise in many varying fields and is able to offer advice, direction, and discussion for each Summit Public School.

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

Summit Public Schools Board of Directors with Term Expiration Dates

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

In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to SPS: K2, to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board. Accordingly, the Authorizer may choose to appoint a representative to serve on the Summit Public Schools Board.

Board Responsibilities:

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

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

³ Subject to any removal or resignation provisions within the corporate bylaws.

- Oversee and evaluate the Executive Director
- Hire the Executive Director
- Hire SPS: K2 employees upon recommendation of the Executive Director
- Employee discipline and dismissal upon recommendation of the Executive Director
- Approve Board Policies

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

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

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

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

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

Chief Executive Officer

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

Board Committees

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

Parent Participation

As the Charter School is being established to serve the needs of the students, it is imperative that families are actively involved. SPS: K2 will encourage all parents to form a Parent Organization which will be established to facilitate communication between all members of the Charter School community and to bring needed human resources to help meet the goals and objectives of the Charter School. The parent organizations organized by the parents of students at Summit Preparatory Charter High School, Everest Public High School, SPS: Rainier, and SPS: Tahoma have been very successful at raising additional funds for and planning school events, creating consistent and clear communication about the schools to all parents, organizing parent volunteers, and supporting the faculty in numerous other ways.

SPS: K2 strongly encourages all parents or guardians of SPS: K2 students to contribute at least 30 hours (Community Hours) per family each school year. There are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities that families can participate in. The assignment, managing, and tracking of community hours are the responsibility of the SPS: K2 Parent Organization, with the input and assistance of the Executive Director. All membership responsibilities, job descriptions and procedures for the organization will be outlined in the Student and Parent Handbook. All parents and guardians are notified of their responsibilities and the expectations of them via the Handbook that is distributed during the mandatory orientation and also available on the Charter School website and in the lobby of the Charter School.

Other Opportunities for Parent Involvement

In addition to community hours, SPS: 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:

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

Parent Organization

Charter School administration will meet regularly with the leadership of the Parent Organization to discuss parent community questions, concerns, and ideas. A description of the EPHS Parent Organization is included in Appendix P, and is intended as an example for SPS: K2. SPS: K2 parents will develop their own organization based on the needs of the Charter School community.

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. All employees must comply with the Summit Public Schools employee processing policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and TB screening).

Specific Qualifications for all Staff

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

- Commitment of time, energy, and effort in developing SPS: 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

The Executive Director and Assistant 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, and, if possible, business experience.

It is desired that SPS: K2 administrators possess a masters 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/Interstate School Leader Licensure Consortium's six 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.

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

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

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 R which details The Role of a Summit Public Schools Educator.

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 outlined in the Employee Handbook. Summit Public Schools Employee Handbook is contained in Appendix S.

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.

Professional Development

Each faculty and staff member has a Personalized Educator Plan ("PEP"). The plan is developed by the employee with the input and approval of the Executive Director and using the template which is included in Appendix T. The plan asks the employee to identify a set of professional development goals from seven different areas that have been identified as the strands most pertinent to the success of an SPS: K2 educator. They include content, curriculum, instruction, assessment, mentoring, leadership, and knowing and understanding learners. The plan identifies the teacher's present level of performance in each strand using a standard rubric. The plan indicates the employee's annual goals for growth in one or more strand, how the goals will be measured and what will define success. Additionally, a strategy for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year.

ELEMENT 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 / Parent and the Employee handbooks. The Board has adopted a set of Health and Safety Policies. The policies are contained in Appendix U. No later than 90 days prior to operation, the policies will be tailored as necessary to the unique facility needs of SPS: K2, and will be submitted to the District.

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. The Executive Director of the Charter School shall monitor compliance with this policy and report to the Summit Public Schools Board on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role Of Staff As Mandated Child Abuse Reporters

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

TB Testing

SPS: K2 will follow the requirement of Education Code Section 49406 in requiring tuberculosis 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. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

CPR /First Aid Training

All employees at SPS: K2 shall be CPR/First Aid trained.

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.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

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. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the Emergency Preparedness Plan for the Charter School.

Blood borne Pathogens

SPS: K2 shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Summit Public Schools Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Facility Safety

SPS: 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 V.

Procedures

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

ELEMENT G: NON-DISCRIMINATION

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

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

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, community organizations, churches and other leadership organizations
- Marketing brochures and TV/radio public service advertisements targeted toward diverse populations and, when needed, in various languages
- Each year the Charter School shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population.

A description of the planned activities for recruiting the fall 2014 entering 7th grade class is included in Appendix W.

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 application packet 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 application packet shall include:

- A brief description of what a charter school is and how it differs from traditional public schools.
- A brief description of Summit Public Schools.
- SPS: K2’s Mission Statement and a summary of the Charter School’s educational philosophy.
- A description of SPS: K2’s educational program including a school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading policy, testing and evaluation procedures, promotion and retention policy, and graduation standards (exit outcomes).
- An overview of the academic performance of students who have attended SPS: K2 (e.g., API results) or those who have attended SPCHS, EPHS, and SPS: Rainier and Tahoma until data is available for SPS: K2 students.
- A description of SPS: K2’s governance structure and how the Charter School encourages parental involvement.
- A listing of the rights and responsibilities of SPS: K2 parents and teachers.
- Descriptions of admission criteria, public random drawing preferences, conditions of enrollment, and consequences of misrepresenting admission and enrollment information (as described in the following sections).
- School Capacity.

The sample application packet is attached as Appendix X.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at SPS: 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 applications, and enrollment forms and documents by the announced deadlines. The open application deadline, which will normally be in the winter for admission the following September, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them. Late applications for admission shall result in loss of opportunity for admission and enrollment preferences as listed below, but reserved in the case that the waiting list is completely exhausted. Late return of enrollment packets following notification of admission shall result in loss of place on the admission priority list discussed below. Students may be placed at the end of the waiting list.

There shall be no admission testing or other evaluation required of any applicant. SPS: 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 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). [Education Code Section 47605(d)(1)].

Public Random Drawing and Preferences

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend SPS: K2 exceeds the Charter School's capacity, attendance, except for existing students, shall be determined by a public random drawing for each grade level conducted in advance of each academic semester. In accordance with Education Code Section 47605(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 the section "I. 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 Priced 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 Priced Lunch (FRL)
7. All other students who wish to attend the Charter School

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

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

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list, called an admission priority list, will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year. The order of admission of students at any time during the year shall be determined solely by the order of applicants on the admission priority list. SPS: K2 shall maintain a list of students interested in transferring to the Charter School. After the admission priority list has been exhausted, the Charter School will advertise if a space has become available and applications are being accepted in another open enrollment period. If more applicants than spaces are available, another public random drawing will be conducted for the open spaces in the manner described above.

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

Conditions of Enrollment

SPS: 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:

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

Research shows the importance of parental involvement in students' achievement; SPS: K2 strongly encourages and supports parents' involvement in their children's education. Parents will be strongly encouraged to volunteer a minimum of 30 hours per year to support the Charter School as outlined in the Parent/Student Handbook. In no circumstance will a parent's inability to meet the volunteer expectation result in an educational detriment to the student.

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

ELEMENT 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)(l)

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)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers K-12 Audit Guide.

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and 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.

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

ELEMENT J: SUSPENSION / EXPULSION PROCEDURES

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

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

SPS: K2 will follow a comprehensive set of suspension and expulsion policies which are attached in Appendix Y. The policies will be printed and distributed as part of SPS: 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. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

ELEMENT K: COMPENSATION AND BENEFITS

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

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

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

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

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 S 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: RIGHTS OF SCHOOL DISTRICT EMPLOYEES

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

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

No public school district employee shall be required to work at the Charter School. 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. 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, and shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. Summit Public Schools shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the West Contra Costa Unified School District or any school district shall not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

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

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

ELEMENT 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)

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

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

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

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

If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the Principal. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District 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 District and the Charter School.

ELEMENT O: PUBLIC SCHOOL EMPLOYER

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

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

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

ELEMENT P: CLOSURE PROTOCOL

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

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

The following procedures shall apply in the event the Charter School closes. The following procedures apply regardless of the reason for closure.

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

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

Upon proper notification and request by a new school of attendance, student records will be transferred. During the close out process, all pupil records shall be maintained by the “responsibility entity” designated by the Board. SPS: K2 shall otherwise assist students in transferring to their next school. All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g.

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

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

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 District 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.

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

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

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

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

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budget

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

- California Education Code Section 47605(g)

SPS: K2’s budget is based upon the experience of operating SPCHS from 2003 – 2012 and EPHS from 2009 – 2012. The five year budget, cash flow and narrative can be found in Appendix Z.

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

Financial Reporting

Summit Public Schools fiscal control policies and procedures (Appendix AA) will be used to guide SPS: 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 and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of SPS: K2. Currently, Summit Preparatory Charter High School, Everest Public High School and numerous other California charter schools are covered by the Joint Powers Authority through the California Charter Schools Association, which offers comprehensive insurance to charter schools. It is SPS: K2’s intention to secure coverage with this provider, unless a more prudent option is discovered. A summary of EPHS’s coverage is included in Appendix BB, as an example of what SPS: K2 will expect for coverage.

Administrative Services

“The manner in which administrative services of the school are to be provided.”

- California Education Code Section 47605(g).

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

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 the Southern portion of the District, around the Richmond/El Cerrito area. This location is ideal for the student population the school seeks to serve. A description of SPS: K2’s anticipated facility requirements for the first year of operation is included in Appendix CC.

Transportation

The Charter School does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student’s IEP.

IMPACT ON THE CHARTER AUTHORIZER

Potential civil liability effects, if any, upon the school and upon the District.

-California Education Code Section 47605(g).

Potential Civil Liability Effects

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

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

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District 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 West Contra Costa Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently yet cooperatively with the District 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 District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term through June 30, 2019.