



SUMMIT CHARTER SCHOOL

Establishment Charter Petition
Submitted to ~~Ojai Unified School District~~ ^{Ventura County Office of Education (VCOE)}

on ~~Oct. 16, 2019~~ Jan. 27, 2020

Charter Term: July 1, 2020-June 30, 2025

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Affirmations and Declaration

As the authorized lead petitioner, I, Thea L.O. Wilcox, hereby certify that the information submitted in this petition for a California public charter school to be named Summit Charter School (“SCS” or the “Charter School”), and to be located within the boundaries of the Ojai Unified School District (“OUSD” 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, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Summit Charter School declares that it shall be deemed the exclusive public-school employer of the employees of SCS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School unless the Charter School receives a greater number of applications than there are spaces for students, in which case each it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or the student’s parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55

of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the ~~school district~~ ^{VCOE} of the pupil's last known address within 30 days, and shall, upon request, provide that ~~school district~~ ^{VCOE} with a copy of the cumulative record of the pupil, including report cards or a transcript of grades and health information. If the pupil is subsequently expelled or leaves the ~~school district~~ ^{VCOE} without graduating or completing the school year for any reason, the ~~school district~~ ^{VCOE} shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]

- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Thea L.O. Wilcox

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Lead Petitioner

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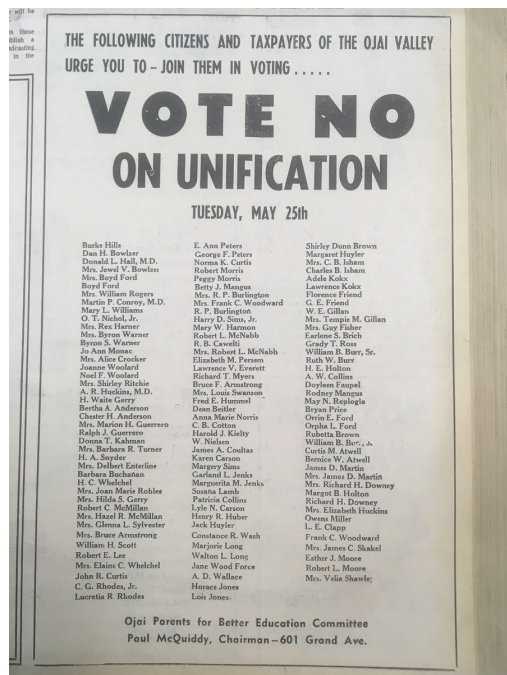
10/14/19
Date

Introduction:

For 107 years, Summit Elementary School has been the neighborhood school for generations of children living in the Upper Ojai Valley. It has served the needs of the unique, rural area and is at the gateway to the Los Padres National Forest. Summit Elementary School is the heart of the community, serving as the center of the close-knit community, providing a neighborhood school and the only public space, playground, meeting space and more since its founding.

In the early 1900s, George Bay sold the property for the express purpose of having a free public school in Upper Ojai. It was understood that a neighborhood school was vital for the Upper Ojai community.

Summit Elementary School was operated as an independent school district, governed by a school board composed of Upper Ojai residents. It thrived. Summit Elementary School District remained independent until 1965 when a measure to unify the independent Summit Elementary School District and San Antonio School District with the Ojai Unified School District was put on the May ballot. Unification was overwhelmingly opposed by Upper Ojai voters. However, it was a districtwide vote, including voters throughout the Ojai Valley. Unification passed by fewer than 100 votes. The area to this day retains an independent spirit.¹



Summit Elementary School flourished and remained a keystone of the community. The historic Barn Dance fundraiser for the school was an annual community event. Community ties have been fostered by the school for decades. Those associations forged at the school were critical to saving lives when people were able to alert their neighbors about the Thomas Fire in 2017.

Parents, stakeholders and Upper Ojai residents have been integral in the success and innovation of the education program at the school.

Parent involvement has always been very high with an extremely successful Parent Teacher Organization that ran before- and after-school programs for students, provided enrichment activities, including music,

¹ May 1965 Ojai Parents for Better Education Committee advertisement in Ojai Valley News newspaper opposing unification of Summit Elementary School District and San Antonio School District with Ojai Unified School District.

Introduction continued:

homework center, computers, typing and supervised play. Parents volunteered in and outside the classroom, organizing community festivals, reading to students during weekly library nights, breaking out telescopes to gaze at Jupiter's moons, teaching guitar, helping with art classes, and working for weeks with Summit dancers, musicians, and actors in preparation for the annual end-of-the-year Summit Talent Show.

Volunteers assisted with upkeep of the campus and parents raised money in the community to pay for teachers' aides, beyond the minimal amount the District provided. The community raised funds for student computers, a copy machine, reading programs, Art Trek, and much more.

In addition, there was an excellent preschool program at Summit Elementary School that attracted numerous students to Summit School and, subsequently, to the school district. It usually had a long waiting list due to the lack of other preschools or childcare facilities in the community.

This free, public school with a preschool and before- and after-school care, was invaluable to working families in this rural area.

In the early 2000s, fewer district resources were directed to Summit Elementary School. Parents and the independent Summit Parent Teacher Organization assisted the District by raising money for academic programs and aides, marketing the school and sustaining and building enrollment.

In 2008, during the California budget crisis, Upper Ojai community members contributed \$30,000, at the suggestion of the then superintendent, in response to Summit Elementary School and other OUSD schools being considered for closure, along with other drastic budget-cutting measures.

Summit Elementary School staffing has been cyclical. In 2011-12, when the District proposed staffing Summit Elementary School with just two teachers for grades K through 6, parents worked to assist the District in attracting more students to Ojai Unified schools through Summit Elementary School. Upper Ojai community members led the effort by doing community outreach, buying a banner and placing ads in local papers. The result was a substantial increase in enrollment, which allowed Summit Elementary School to retain a third teacher.

**In 2011-12, with 3 teachers, Summit Elementary School
started the school year with 74 students.**

**In 2012-13, with 3 teachers, Summit Elementary School
started the school year with 73 students.**

Introduction continued:

The District suspended its District of Choice Program and interdistrict transfers for the entire school district and certain grades at Summit Elementary School, reducing its ability to increase enrollment. It then reduced teacher staffing to just two teachers for the 2013-14 school year. Only two teachers were assigned to Summit Elementary School, despite concerns expressed by parents that it would result in a decline in enrollment, which it did.

With 2 teachers, Summit Elementary School's enrollment was 62 at the start of school year in 2013-14; 38 in 2014-15; 42 in 2015-16; 43 in 2016-17; 43 in 2017-18.²

Through the District of Choice Program, Summit Elementary School, because of its location between Santa Paula and Ojai, served as a gateway to draw more out-of-district students. Those students who first attended Summit Elementary School would then matriculate to the junior high and high school, bringing substantially more revenue to the District. A 2016 7-11 Committee report stated that interdistrict enrollment is key to District finances.³

This gateway effect provided a win-win for the families and the District. Summit Elementary School parents also helped the District attain grants, including the substantial California Department of Education's Necessary Small Schools ("NSS") funding. The NSS grant exists to provide additional funds for schools that the State deems necessary to exist in geographically isolated areas.

The District's neglect of Summit Elementary School became increasingly apparent when requests for essential repairs, such as fixing the cracked and uneven pavement and playground, were denied. In addition, no money received from the 1997 school bond was spent on Summit.

As the District continued to withhold resources, those with experience at Summit Elementary School felt that the school was not valued by the District administration and some left the school as a result.

Then, on December 4, 2017, the Thomas Fire tore through the Upper Ojai community, the epicenter of the then-worst wildfire in modern California history. Summit School was a base for the local firefighting efforts. Families had to flee their homes. Several families moved away temporarily because of the poor air quality. Children and adults experienced trauma that didn't end when the fire was extinguished. Due to burning oil seeps, air quality in Upper Ojai was hazardous long after the air had cleared elsewhere.

² June 6, 2018, Ojai Unified School District meeting agenda packet, Page 6.

³ Jan. 7, 2016, OUSD 7-11 Committee meeting minutes, page 2, Superintendent Hank Bangser.

Introduction continued:

In 2018, Summit Elementary School promoted 11 sixth-graders. With the large class promotion and students dislocated from the fire, the District held two poorly thought-out parent meetings in May, only months after the fire. Parents were advised that the District was considering shuttering the school temporarily and that they should find another school for the following year, just in case.

Still traumatized by the fire, community members could not imagine losing their school after already losing so much. They met with District officials and attended school board meetings, requesting that the District apply for fire restart grants and allow more time for evacuated families to return, and for new TK and kindergarten students in Upper Ojai to enroll. Community members advised the school administration that closing Summit Elementary School would create a devastating hardship and that many students would be forced to leave the District altogether. Despite many community members' documented concerns, just one month later, in June 2018, the District voted 3 to 2 to temporarily shutter Summit Elementary School for the 2018-19 school year.

OUSD immediately lost a verified 14 students who enrolled in Mupu Elementary School District, Fillmore Unified School District and private schools. The decline of average daily attendance revenue from the exit of those students resulted in the loss of more than \$100,000 to OUSD for the 2018-19 school year. That deficit is compounded each year as neighboring school districts collect funding for those students. There was no reduction in teachers, as Summit Elementary School teachers were relocated to other OUSD schools. The District received only a nominal licensing fee when it licensed the school to a private instructional vendor program for area charter schools.

Current status of Summit Elementary School – October 2019

The OUSD school board voted in June 2018 to temporarily close Summit Elementary School for the 2018-2019 school year, and voted again in January 2019 to temporarily close it for the 2019-20 school year. The site was licensed (a month-to-month agreement for a term of one year) to a private instructional vendor for charter schools for the 2018-19 school year, and a license was granted for the 2019-20 school year. The instructional vendor provides part-time instructional services to more than 100 students. Some of the families served are local and some travel from as far away as Los Angeles.

It is important to note that this program does not provide the full-time, site-based program that the majority of public-school families relied on at Summit Elementary School to educate their children, and only serves a particular income demographic (fee schedule for charter school vendor program Exhibit A).

Site location and population:

Summit Elementary School is located in unincorporated Ventura County, at the high point, or summit, of the Upper Ojai Valley along the two-lane Highway 150, which connects the city of Ojai, about 8 miles to the west, and the city of Santa Paula just under 9 miles to the east.

The school is located within the County of Ventura Ojai Valley Area Plan, which has particular rules regarding development and land use in the area. The zoning areas around the school are primarily residential, minimum 40 acres, and agriculture. There are a few commercial zoned parcels next to the school along Highway 150, which include a small market and the Summit restaurant. There is a fire station a few parcels east of the school site.

Four new housing developments are currently being built in Santa Paula, providing 1,564 new units within 10 miles of Summit School. The primary development is the once-in-a-generation Harvest at Limoneira development of 1,500 homes, for which houses are already for sale. In addition, many houses in Upper Ojai that burned in the Thomas Fire are under construction.

Mupu Elementary School District (“Mupu”) is a K-8 single-school district six miles away from Summit School. It has a waiting list every year and draws students from within OUSD boundaries. Nine verified OUSD students were enrolled in Mupu for the 2018-19 school year, and Mupu had to turn away OUSD students because the school was full.

Santa Clara Elementary School District – “the Little Red Schoolhouse” – which has one school between Santa Paula and Fillmore, caps its K-6 enrollment below 60 students (57 in 2019-20). After Summit School was closed, Santa Clara Elementary also turned away Ojai Unified School District students because it was full.

Summit Charter School is an opportunity to improve the quality of public education, offer parents and families choices, offer a progressive program that is not currently available to an underserved population, serve the long-term future of the community and strengthen Ojai Unified. Summit Charter School will continue the community-centered approach to education that Summit School Elementary has provided for generations to the Upper Ojai community in the way that only a full-time public school can do.

Petition Team:

The vision for Summit Charter School rose out of the closing of Summit Elementary School after the Thomas Fire. Parents and community members involved in developing the vision and program for SCS see an incredible opportunity to build an educational community that will benefit the Upper Ojai neighborhood within OUSD, the Ojai Valley, the District, and also families outside of the District seeking progressive educational options for their children.

The Founding Board includes:

Thea Wilcox, Upper Ojai resident, parent. Summit Charter School Board President.

Thea's sons attended Summit Elementary School when it closed, and she has attempted numerous times to work with District administration to develop an innovative program at the former Summit Elementary School site. Thea has a Master's in Business Administration and experience in leadership, management, project and administrative management, community organizing and outreach.

Paul Royle, Upper Ojai resident, grandparent of three Summit Elementary School alumni, educator. Summit Charter School Board Vice-President.

Paul is a longtime Upper Ojai resident, a retired teacher from Santa Paula Unified School District, and was a substitute teacher at Summit Elementary School. Paul has a lifetime secondary credential, M.S. in secondary education, and administrative credential. He taught for 37 years at Santa Paula Unified High School District in vocational education and social science. Paul was awarded district Teacher of the Year award in 1985. Paul assisted in founding Local 4044, American Federation of Teachers in 1980, and was the President its first six years. In addition, he coached swimming, tennis, football and track. He coached a Santa Paula High School team to win the Ventura County Championship in Knowledge Bowl. His three grandchildren attended Summit Elementary School for all of their elementary years, and three other close family children, (same as family) also attended Summit Elementary School.

Nina Neulight Ph.D., Meiners Oaks resident, educator. Summit Charter School Board Member.

Nina's children attended charter schools in grades K-8 in Los Angeles before her family relocated to Ojai. She holds a doctoral degree in Educational Psychology from UCLA, a Master's in Learning, Design and Technology from Stanford University, and a multiple subject credential with a Bilingual, Cross-cultural Language and Academic Development (BCLAD) in Spanish, and has supplementary authorization in Spanish and science. Nina was an active parent volunteer in the three charter schools her children attended, from mentoring students to serving on the School Site Council. Nina has experience teaching in independent and public schools, curriculum development, education research and consulting. Her involvement with Summit Charter School stems from her belief that every child deserves school choice.

Founding Board Continued:

Teresa Castro, Santa Paula resident, parent. Summit Charter School Board Secretary.

Teresa was a Summit Elementary School parent at the time it closed and is an alumna of Summit. Teresa has worked as an administrative assistant, and her connections to the Santa Paula community will assist the Charter School in reaching families who are seeking an innovative program.

Kimberly Rivers, Ojai resident, former Summit Elementary School parent. Summit Charter School Board Treasurer.

Kimberly's son attended Summit Elementary School for five years. Her son was an out-of-district transfer, living in Piru, when beginning kindergarten at Summit Elementary School, and now he attends Matilija Junior High and plans to attend Nordhoff High School. She has a bachelor's degree from UCSB, experience in nonprofit governance and communications, grant writing, community organizing, public relations, strategic partnership building and consulting. She is supporting SCS because she sees the tremendous opportunity for the community and district to build an amazing school for the community.

Andy Gilman, Ojai resident, founder Ventura Charter School. Summit Charter School Board Member.

Andy Gilman is the Executive Director of the Agora Foundation, a 501(c)(3) non-profit public benefit corporation committed to providing seminars and other educational opportunities for adults who wish to continue their education without the commitment of returning to school. In addition, the Agora Foundation convenes the Ojai Chautauqua panels, intended to promote civil discourse on complicated subjects. Andy's three children are all grown, and his belief in SCS is centered on increasing school choice for the region and to furthering innovation in education.

Exhibit B includes copies of the Petition Team's biographies and résumés.

Consultants:

CharterWise

CharterWise provides comprehensive back-office support and financial services. Its certified accountants and experienced industry professionals are trusted advisers for California charter schools, with expertise in finance, compliance, and reporting.

Young, Minney & Corr, LLP

YM&C is proud to be California's most experienced, knowledgeable, and respected firm working in charter school law. As a leader in charter school representation since the passage of California's Charter Schools Act of 1992, YM&C represents more than half of the charter schools in the state, offering expertise in every facet of charter school creation, expansion, and operation.

Charter School Capital

Charter School Capital specializes in financing for charter schools. The firm works closely with charter schools to develop funding plans and acquire funding sources to solve the unique financing and cash flow issues faced by new charters to ensure adequate and timely funding both in the first few years of operation and over the long term. Specific areas of assistance include working capital and facility financing

Community Volunteers & Local Charter Schools

The founding board has made strong connections in the Ojai Valley. For the past year and a half, the board has been meeting with parents and community members about their experiences in local public and private schools and using their input to help shape Summit Charter School's educational design. In addition, the board has visited and consulted extensively with other leaders of classroom-based charter schools within Ventura County, such as Bridges, Ventura Charter School and MATES, to determine best practices and create a network of support for implementation. A strong group of local volunteers has been working on outreach and fundraising for Summit Charter School.

Element A: Educational Program

Governing Law:

The educational program of the charter school, designed, among other things, to identify those whom the charter 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.

Education Code Section 47605(b)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.

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

Educational Philosophy and Program:

Vision

Our vision is to create a relationship-based transitional kindergarten through eighth grade charter school that engages students to learn, lead and thrive; invites the community to participate, shape and enjoy; and partners with teachers to guide, innovate and inspire a joyful love of learning.

Mission

Summit Charter School prepares our students to engage the world with integrity, resilience and compassion. The guiding principle for our Charter School is to develop and deepen relationships with self, peers, teachers, parents, our communities and the natural world, providing a safe and enriching learning environment. We will dynamically meet and exceed the Common Core State Standards (“CCSS”) in English Language Arts and Mathematics, the Next Generation Science Standards (“NGSS”), the English Language Development (“ELD”) Standards, the History/Social Science Framework, and any additional state standards (collectively “State Standards”) through a research-based curriculum and innovative instructional methodologies to close the achievement gap and ensure educational success for all students.

Summit Charter School Overview

SCS curriculum will have a strong academic focus with an emphasis on environmental science, sustainability, and cultural literacy, including Spanish-language acquisition. This TK-8 progressive, relationship-based curriculum promotes resilience in the social, emotional,

Educational Philosophy and Program continued:

intellectual, and physical development of our students. During their time at SCS, students will acquire and practice 21st century skills and have experiences being innovators, collaborators, creators, leaders, and problem-solvers.

Relationship-Based Design

We will design and build the Charter School with relationships in mind. By relationships, we mean how people interact, work, and communicate with each other. Summit Charter School believes that relationships are a critical component for learning. Students will be guided to work through challenges, which are a natural component of relationships. Our students' overall well-being will be supported through building positive and responsive relationships in the classroom. For example, we are intentionally creating multi-age classrooms to allow students to be with their teachers for two years, maximizing the relationships among student, teacher, friends and family. Strong relationships will facilitate the creation of a safe, enriching learning environment where students feel valued and supported on their learning paths.

Environmental Science and Sustainability

At SCS, we have an academic focus on Environmental Science and Sustainability. Students will learn how to connect to the work around us, to each other, and to those who will come after us. It is our goal to prepare students to become leaders with the skills, tools and awareness to think creatively, communicate effectively, and work collaboratively on behalf of themselves, each other, and the environment. Children will engage in indoor and outdoor learning through the use of hands-on activities, inquiry, and project-based learning. Additionally, through the use of NGSS, all students will be provided with an internationally benchmarked science education.

Cultural Literacy

At SCS, all students will experience our Cultural Literacy Program with a Spanish-language-acquisition component. The Spanish-language-acquisition component will be aligned with the World Language Content Standards for California Public Schools.⁴ The goals of this program are to motivate and prepare students to pursue further study; cultivate students to be inclusive global citizens; and to develop an understanding of how the Spanish language and local cultures are dependent upon one another. The study of languages and cultures affords students the opportunity to build skills and address 21st century world challenges. As stated in the California World Languages Content Standards, an introduction of language learning early in the elementary years ensures a smooth articulation through high school and beyond.

⁴ World Language Content Standards for California Public Schools.
<https://www.cde.ca.gov/be/st/ss/worldlanguage.asp>

Educational Philosophy and Program continued:

An intended result of the SCS educational program is to support students with social-emotional learning, nurture students in a multi-age environment, provide ample opportunities for play, encourage a growth mindset and deepen understanding with project-based learning. Students will learn about their environment and will develop the skills and decision-making to support positive impacts both locally and globally. Through the Cultural Literacy Program, students will gain a meaningful understanding of Spanish and local cultures. These learners will be guided by caring, well-qualified teachers employing the best educational practices and a State Standards-based curriculum. Supported by a warm and welcoming environment, parents and community members will play a vital role in the success of the Charter School.

Educational Philosophy

Summit Charter School will incorporate a variety of research-based pedagogies, especially those that focus on relationship-based frameworks. The Summit Charter School educational philosophy is guided by the following key tenets:

- We are inspired by how children can learn by having direct experiences. Children learn effectively through direct experience. Children have a fundamental ability to conduct their own inquiries and to learn in their own individual way from direct experience. If each child is brought into "membership within a little community, saturating him with the spirit of service, and providing him with the instruments of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely, and harmonious," as expressed by John Dewey⁵. Summit Charter School will incorporate direct experiences outside of the traditional academic setting and encourage students to conduct their own inquiries to develop knowledge and skills. **(Dewey)**
- We are inspired by constructivism that asserts learning is an active, constructive process, turning the student into an active participant in the learning process. Children learn through constructing connections between new information and prior knowledge within the framework of their own personal experiences and understandings. When new experiences take place, changes are made to earlier assumptions, and the child's inner framework is expanded to adhere to the new explanations. For smaller children, this may require the manipulation of sensory or artistic materials, teacher-inspired provocations, and explorations based on interests. Older children, who may be able to be capable of manipulating abstractly in their minds, will still require experiential learning opportunities. According to Piaget, children are the architects of their own individual intellectual growth.⁶ The Charter School will provide open-ended dynamic manipulatives and materials of all types for students in order to promote understanding of new concepts. **(Piaget)**

⁵ Dworkin, Martin. (1959). Dewey on Education: Selections. P. 49. New York: Teachers College Press

⁶ Piaget, Jean. (1950). The Psychology of Intelligence. New York: Routledge.

Educational Philosophy continued:

- We are inspired by play. When children engage in play, social interactions are taking place that promote cognitive development.

“Play creates a zone of proximal development in the child. In play, the child always behaves beyond his average age, above his daily behavior; in play it is as though he were a head taller than himself. As in the focus of a magnifying glass, play contains all developmental tendencies in a condensed form and is itself a major source of development.”⁷

Play is essential to students investigating who they are. Learning is social by nature. Collaboration is a learned process. If managed correctly, collaboration is a powerful tool that can allow educators to tap into new ideas and information; collaboration allows for challenge and differentiation, enhanced confidence and self-esteem and the strengthening of social skills. In short, collaboration is a critical skill for life. Summit Charter School is devoted to being a joyful, playful place that encourages structured and unstructured play and collaboration throughout the day in every grade. **(Vygotsky)**

- We are inspired by the benefits of Social Emotional Learning (“SEL”). Emotional intelligence can affect important life outcomes. Cognitive learning is highly influenced by the emotions of the learner. SEL programs within a school increase academic performance and promote overall mental health. Caring relationships that are strengthened by an SEL program also promote a student’s desire to learn.⁸ An effective SEL program will focus on building an array of emotional intelligence competencies such as: self-awareness, self-regulation, social skills, empathy and motivation. Summit Charter School will have a strong SEL program in place to help students create these competencies that will increase their happiness and chances of success. **(Goleman)**
- Multi-age classrooms allow children to better master skills, strengthen relationships and build leadership qualities. Grounded in constructivist and social learning theory, multi-age education is a student-centered approach and takes into consideration the uniqueness of each learner in terms of learning rate, background, learning styles, multiple intelligences and interests. Since learning is complex, the multi-age classroom offers room for a student to have growth, plateau or even the occasional regression and to encourage students to

⁷ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*.pg.102 Cambridge, MA: Harvard University Press.

⁸ Goleman, D., Zins, J.E., *Building Academic Success on Social and Emotional Learning*, 2004.

Educational Philosophy continued:

follow their own continuum of learning. When classrooms are intentionally designed to span a range of ages, children have more opportunities to work with peers who are above, below or on their same learning or developmental level. Children are less likely to fall behind if they struggle with a new concept, and they do not feel bored by repetition if they have already mastered a skill. When a child spends more than one school year with her teacher, there is continuity of care, allowing relationships to deepen, and strengthening the ability of the teacher to tailor instruction. The relationship between peers is also strengthened within the multi-age setting. Children enter a room with the opportunity to learn from peer mentors and leave the room being peer mentors to other students. Summit Charter School teachers will have an increased opportunity to differentiate instruction as well as to serve students' individual needs. **(Montessori) (Piaget) (Vygotsky)**

- SCS is inspired by the concept of the growth-mindset as it is applied to learning. Children's own perceptions about how they view their intelligence impacts their motivation and efforts to learn, especially when they are challenged. There are two types of mindsets - a fixed mindset and a growth mindset. People who have a fixed mindset believe that despite their efforts, they might not have the ability to learn during a challenge and therefore oftentimes do not put in the effort needed in order to achieve success. However, people who have a growth mindset believe that their abilities can change even during challenge and after failure. With support and perseverance, students can learn, change and grow beyond their perceived challenges and limitations. Having a growth mindset allows students to meet and exceed learning challenges.⁹ Summit Charter School will offer initial training to teachers and ongoing professional development in order to create a growth-minded school culture. **(Dweck)**

⁹ Dweck, Carol, *A Social-Cognitive Approach to Motivation and Personality*, 1988.

How Children Best Learn:

We believe children best learn when:

- A positive school community that values relationships is created.
- They use hands-on, engaging manipulatives.
- They are provided with leadership opportunities within the multi-age classroom environments.
- They are fully and directly participating in an activity.
- They engage in play.
- Their social-emotional needs are met, and new competencies developed.
- They are given the tools and opportunities to build resilience.
- They are self-directed and teacher-guided through project-based learning explorations, activities, experiments, and adventures.
- Their curiosity is sparked through inquiry.
- The school culture promotes a growth mindset.
- The curriculum meets the State Standards while simultaneously allowing innovative teaching methods.
- Teachers are dedicated to ongoing professional development.
- Parents and community collaboration and participation are encouraged.
- Student agency is promoted through classroom and schoolwide practices.

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

We believe the ability to learn new skills, to deal with uncertainty, to build larger connections, and to be compassionate are essential characteristics for children to become positive influencers in our global community. Summit Charter School will encourage students to practice essential skills, and not just learn abstractly. Students will be better prepared to cope with obstacles and transitions and be better positioned to find joy in the work of life.

SCS will adopt the Seven Survival Skills learning standards from Tony Wagner and the Change Leadership Group at the Harvard Graduate School of Education.¹⁰ Wagner identifies the seven survival skills as:

- Critical thinking and problem solving:
Incremental improvement is not applicable in our fast-changing global environment. Leaders must think in terms of continual improvement and ask questions to uncover underlying issues.

¹⁰ Wagner, Tony; Innovation Lab at the Harvard Graduate School of Education/Seven Survival Skills.
<http://www.21stcenturyschools.com/tony-wagner.html>

How Children Best Learn continued:

- Collaboration across networks and leading by influence:
Teamwork has expanded to include virtual contributors across the country and across departments in order to develop innovative solutions. Social intelligence and leadership by influence and inspiration versus authority have become increasingly important.
- Agility and adaptability:
As the jobs of today become obsolete tomorrow, it is important for SCS students to know how to learn instead of mastering a specific set of technical skills.
- Initiative and entrepreneurship:
Taking risks and stretching goals is a sign of a self-motivated leader with a strong sense of self.
- Effective oral and written communication:
Delivering clear and concise messages that will move others to action is an essential skill we will cultivate in our students.
- Accessing and analyzing information:
Practicing effective filtering of information and not getting bogged down by high data volume will allow students to become dynamic learners who can change directions quickly.
- Curiosity and imagination:
Our global environment values individuals who can think independently and come up with innovative solutions.

Twenty-first-century trends include local-sustainability initiatives, immediate information exchange, and the fast pace of technological advancement. Summit Charter School addresses this changing world by:

- Fostering a relationship-based environment that values integrity, resilience, and compassion that will assist our children to communicate effectively, strengthen friendships and families, and understand community dynamics.
- Focusing on environmental science and sustainability that will equip our students to face the demands of a changing environment with innovation, and scientific acumen.
- Offering a cultural literacy program that fosters inclusivity, promotes acceptance and encourages respect of others.

How Children Best Learn continued:

Through creativity, collaboration, communication, and critical thinking, SCS is committed to fostering students who are ready to solve problems and contribute to a healthy, democratic society. Our educational program is designed to cultivate citizens who are ready to accept the responsibility of building equity in society, support a clean and healthy environment for everyone, and inspires a dynamic and successful approach to life.

Students to be Served/Target Population:

Summit Charter School will serve families in the geographical region historically served by Ojai Unified School District (terminating immediately west of Thomas Aquinas College at 10000 Santa Paula-Ojai Road). This area has been left unserved since the District temporarily closed Summit Elementary School for the 2018-19 and 2019-20 school years. SCS is also projecting that it will serve students from Ventura, Santa Paula, Fillmore, and Piru.

Our relationship-based school model will attract families looking for a learning environment where they will feel engaged and valued. At SCS, children's curiosity and interests will be encouraged and supported by the interdisciplinary curriculum and the multi-age learning environment. Through these multi-age relationships, supported throughout the campus, students will have the opportunity to work at their own level and to widen their connections.

SCS will improve student learning by offering an academically forward, dynamic, relationship-based TK-8 program that is not currently available in the Ojai Unified School District. SCS will appeal to families who want their children to be excited about learning and who recognize the importance of a relationship-based environment. The additional emphasis on social-emotional skills, environmental science, sustainability, cultural diversity, and language acquisition will further attract families for whom these areas are a priority.

Within our Cultural Literacy Program, students will be thoughtfully exposed to an array of local cultures, with the Charter School's intention being building understanding and awareness. Our learning environment will attract families who want their children to have a sincere connection with other cultures. The Cultural Literacy Program will enable our students to approach the 21st century with confidence, acceptance, and the spirit of collaboration.

In 2017-18, the last year Summit Elementary School was in operation, Ojai Unified School District reported that the site served the second-highest level of English Learners (22.73%) and Free and Reduced Price Meal-eligible students (54.55%) in the District.¹¹ SCS is committed to increasing

¹¹ March 27, 2019 7-11 Committee Report, p. 11, 2017/18 OUSD Elementary Enrollment Demographic Data, Accessed from https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/324241/3-27-19__7-11_Committee_Agenda_-_Materials.pdf

Students to be Served/Target Population:

accessibility to low-income/economically disadvantaged and culturally diverse families.

In accordance with state law, SCS will serve all students who wish to enroll, limited only by capacity. We anticipate our population will be very similar to the demographics of Summit Elementary School prior to being closed.

Table 1: Demographic Comparison and SCS Projection¹²

	Summit 2017-18	OUSD 2017-18	Mupu 2017-2018	SPUSD	Projected SCS 2020- 21
American Indian/Alaskan Native	0%	0.4%	0%	0.1%	0%
Asian	2.3%	1.4%	0%	0.2%	0%
Black/African American	0%	0.6%	0%	0.1%	0%
Filipino/Two or more races	0%	2.8%	0%	0%	0%
Hispanic/Latino	55.8%	36.3%	65%	96.2%	55.8%
White, not Hispanic	41.9%	58%	34.4%	3.1%	41.9%

¹²California Department of Education Enrollment by Ethnicity, Accessed from <https://dq.cde.ca.gov/dataquest/dqcensus/enrethlevels.aspx?cds=5672520&agglevel=District&year=2017-18&ro=y>

Projected Enrollment & Growth:

In the first year (2020-21), SCS will offer grades TK through six, adding grades up to eighth grade each subsequent year. *(This plan may be revised based on community interest.)* Each subsequent year, the next grade will be added, up to eighth grade in the 2022-23 school year.

SCS projects its student teacher ratio will be 24:1 for TK-8. The Charter School will aim to lower student-to-adult ratios through the use of student teachers, paraeducators and parent volunteers. Enrollment at SCS will initially be limited by existing Summit Elementary School site classroom capacity (five classrooms). Summit Elementary School campus includes an assembly hall, “Hartmann Hall,” which can be configured as needed into additional flexible classroom space, which allows an opportunity for expansion. During Summit Charter School’s second year, the Charter School may launch an independent study program. At all times, at least eighty percent of the Charter School’s total average daily attendance will be generated from classroom-based instruction as defined in Education Code Section 47162.5(e)(1).

As it grows, Summit Charter School will explore grants and other funding opportunities to expand capacity.

Table:2 Projected 5 Year Enrollment (Classroom Based Only)

Grade	2020-21	2022-22	2022-23	2023-24	2024-25
Transitional Kindergarten/ Kindergarten	24	24	24	24	24
First	12	12	12	12	12
Second	12	12	12	12	12
Third	12	12	12	12	12
Fourth	12	12	12	12	12
Fifth	12	12	12	12	12
Sixth	12	12	12	12	12
Seventh		12	12	12	12
Eighth			12	12	12
TOTALS	96	108	120	120	120

*Projected Enrollment & Growth continued:***Table 3: Staffing Projections 5 year**

Grade	2020/21	2021/22	2022/23	2023/24	2024/25
TK & Kinder	1	1	1	1	1
1/2	1	1	1	1	1
3/4	1	1	1	1	1
5/6	1	1	1	1	1
7/8		1	1	1	1
Total Teachers	4	5	5	5	5

Students in grades TK-4 will be assigned to one core teacher who teaches homeroom, ELA, Social Studies/History, Mathematics and Science. Students in grades 5 through 8 will have two core teachers - one teacher who teaches homeroom 5/6, ELA 5/6, ELA 7/8, Social Studies/History 5/6 and Social Studies/History 7/8, and one teacher who teaches homeroom 7/8, Mathematics 5/6, Mathematics 7/8, Science 5/6, and Science 7/8. This projection may change as needed, depending on student population. Additionally, paraeducators will be hired to support classroom activities whenever possible.

In practice, student enrollment may not be as projected above. In order to be flexible and continue to offer students an innovative education aligned with State Standards, Summit Charter School may group grade levels together by ability and maturity to best serve students' individual needs. For instance, if in year three we have a low number of third- and seventh-graders, our Learning Council may decide to group the classes as so: TK/K, K/1, 2/3/4, 4/5, 6/7/8. The intention is to create multi-age classrooms that will enhance student learning.

Possible additional Teaching Staff:

- Music Instructor
- Art Instructor
- Language (Spanish) Instructor
- Reading Specialist
- Physical Education Instructor

- Counselor/Advisor
- Nurse Technician
- Special Education/Resource Specialist

Summit Charter School has adopted a 180-day instructional calendar and meets or exceeds the instructional minutes required by the Education Code Section 47612.5 for each grade level. (Exhibit C: SCS 2020-21 Projected Calendar). Our goal is to maintain a 95% attendance rate. (Exhibit D: SCS Attendance Policy).

Summit Charter School is a classroom-based program that will meet the total instructional-minutes requirements mandated by the Education Code (i.e., TK/K has 36,000 minutes, grades 1-3 have 50,400 minutes, and grades 4-8 have 54,000 minutes). SCS will have 133 regular school days, 35 minimum days, and 12 shortened days during the academic school year for a total of 180 instructional days.

Minimum days will occur every Friday so that teachers and administration can have professional development and staff meetings. Shortened days will be used for teacher-parent conferences. Additionally, there are additional instructional minutes worked into the schedule to allow for unexpected events that might make it necessary for us to make day-to-day changes in the schedule. (Exhibit E: SCS Bell Schedule)

Field trips will also be an important part of the Summit Charter School learning environment. Regularly planned field trips will offer students interactive learning, engage them in a different environment, offer an extension of classroom learning and provide additional social interactions. Whenever possible field trips will relate to what students are learning in their core classes. Additionally, we will organize our student population to participate in community service projects. This will allow our students to engage with our community, see the positive impact of being of service and inspire our students to a life of volunteerism.

Expanded Transitional Kindergarten Program

Many children lack access to early learning opportunities that have been proved to make a difference in their schooling trajectory. Transitional Kindergarten (“TK”) has been shown to help students make important gains and close the achievement gap as it first starts to form. Our Expanded TK (“ETK”) will work to ensure all children have a strong educational foundation. Providing this foundation is especially crucial for the success of our low-income children, English Learners, and foster youth.

Expanded Transitional Kindergarten Program:

A 2015 study of Transitional Kindergarten programs in California, conducted by the American Institutes for Research (“AIR”), found that TK had a significant impact on children’s success in kindergarten. The AIR research¹³ found that TK:

- improves pre-literacy and literacy skills.
- improves students’ mathematical knowledge and problem-solving skills.
- supports children’s behavioral self-regulation.
- demonstrates that students who attended TK are better prepared for kindergarten than students who do not attend TK overall.

SCS will accept children into our ETK program who are 4 years old and will be turning 5 years old between September 2 and December 2. Students who turn 5 years old between December 3 and March 1 may be admitted to ETK if the Board of Directors of the Charter School determines that the admittance is in the best interests of the child and parent or guardian is given information regarding the advantages and disadvantages and any other explanatory information about the effect of this early admittance. In addition, children who qualify to attend kindergarten but have summer birthdays will be educated on the possibility that they may attend TK and K to form a two-year kindergarten program. This decision is made to support our mission of closing the achievement gap and provides an example of best practices to other schools and districts.

Importance of Family, Community and Civic Responsibility

A core belief of SCS is that relationships are essential in creating a safe and enriching environment where a student’s full potential may be realized. In addition to the importance of teacher and student relationships that are developed and nurtured within the school day, relationships that students have outside of school with family, friends and community members are important to our students’ health and success.

Parents, guardians, and immediate family are among the most important relationships in students’ lives. As parents prepare their children for the ever-changing future, they cannot know precisely which skills each child will need for the workforce. With the added anxiety parents feel over their inability to adequately predict the future, they become susceptible to the promises of success and full preparation that are offered by all of the special enrichment programs, and vulnerable to the

¹³ Manship, Karen, et al. *The Impact of Transitional Kindergarten on California Students*, 2017. <https://www.air.org/resource/impact-transitional-kindergarten-california-students>

Importance of Family, Community and Civic Responsibility continued:

belief that if their children are at least exposed to everything, they will have the best chance to be prepared.

Although no one can be sure what skills will be needed in the workplace of the future, certain character traits will produce children capable of navigating an increasingly complex world as they grow older. These traits include confidence, competence, and the ability to master their environment, and a deep-seated connectedness to, and caring about, others that creates the love, safety, and security that children need to thrive.¹⁴

SCS firmly believes that time with family is invaluable and not to be undermined. The SCS philosophy and design supports families by minimizing required homework time and allowing early release on Friday to encourage travel and the pursuit of individual interests.

SCS is a direct reflection of the community's needs and interests. Our design of a relationship-based TK-8 charter school with a focus on environmental science, sustainability and cultural literacy was born out of discussions and input from parents, community members and local educators. Our connection and positive impact on the community is essential to creating our ideal school culture. We will engage the community in a variety of innovative ways. For example, we will:

- Identify service needs within the community and organize student participation.
- Regularly plan field trips to local businesses and locations to deepen learning (e.g., local farms and markets, local historical sites, etc.).
- Encourage volunteerism beyond the parents into the community at large (with required background checks, training, and supervision in place).

Our democracy relies on an informed populace that understand how governments work and operate and how individuals contribute to the way the government runs. SCS strives to build a foundation of understanding of civic responsibility by including individual and small-group service projects as part of our educational program. Project objectives will be to identify various social, emotional, environmental issues or needs in the local or surrounding communities. The goal of including this type of learning experience in our program is to develop and build Summit Charter School's connection to the community and create relationships between students and community, while empowering our students to make positive changes by embracing their civic responsibility.

¹⁴ Ginsburg, Kenneth, et al., *The Importance of Play in Promoting Healthy Child Development*, American Academy of Pediatrics, Jan. 2007. Vol. 119, Issue 1.
www.pediatrics.aappublications.org/content/119/1/182

Curriculum and Instructional Design:

Central to the Charter School mission is empowering teachers to have a voice in designing and adopting the curriculum. The Charter School shall submit the full curriculum to the authorizer prior to the opening of school.

The Summit Charter School curriculum is guided by the State Standards and the International Society for Technology in Education (“ISTE”) Technology Standards.¹⁵ We are committed to providing each student with each necessary subject within the school day, including English Language Arts, Mathematics, Science, Social Studies/History, Physical Education, Visual and Performing Arts.

SCS will have a special focus on environmental science, sustainability, and cultural literacy, including Spanish-language acquisition. Through interactions with nature, students will experience the applications of environmental science and practice current sustainability practices so that they can be leaders in sustainability and assist in the efforts to minimize the effects of climate change. Additionally, our cultural literacy program will offer students the opportunity to learn about other cultures, share information about their cultures and participate in a Spanish-language acquisition component. It is our goal that students will leave Summit Charter School as responsible, accepting and well-informed citizens with the skills to have a positive effect on our community and the world at large.

SCS teachers will be knowledgeable about the State Standards and Frameworks for each grade level he/she teaches for each subject. The State Standards tell what needs to be taught at each grade level per subject and the corresponding Frameworks provide teachers with how to meet the State Standards. Within the Learning Council, the Principal and teachers will decide on curriculum adoption and creation. SCS teachers will then decide how best to the materials for the subject curriculum to meet individual learning needs.

At SCS, we understand that learning is complex; all individuals are capable of learning; and each individual has his/her own learning trajectory - finding some areas more interesting than others and some more challenging. Therefore, a variety of effective, engaging, and innovative instructional methodologies will be used throughout our program, and teachers will be encouraged to dynamically guide the students in meeting the State Standards.

Whenever appropriate, SCS will use an interdisciplinary approach to learning by integrating course work across subjects to supply students with a real-world view of academics. With this interdisciplinary approach, students can see connections and be offered more exposure to other

¹⁵ International Society for Technology in Education www.iste.org/standards

Curriculum and Instructional Design continued:

disciplines. For example, a unit on technology and innovation is appropriate for elementary or middle-school language arts, science, history, art and social studies. Our teachers will be essential to the creation of these macro themes.

The SCS instructional design is an iterative design. Summit Charter School's adopted curriculum will be research-based, State Standards-aligned and will support a multi-age classroom, which is an intentional design choice of SCS. We have adopted the Responsive Classroom model that will inform daily interactions among students, teachers, and community, and the learning and teaching that occur at SCS.

English Language Arts

Goals:

- Students will progress from *learning to read* to *reading to learn*.
- Students will progress from *learning to write* to *writing to learn*.
- Students will learn that their words, whether spoken, written, or performed, can be powerful agents of change.

SCS' ELA curriculum will incorporate the key themes of the CCSS ELA Standards:

- **Meaning Making** – A focus on comprehension, inference-making, and critical reading skills.
- **Effective Expression** – A focus on writing, presenting, and discussing.
- **Content Knowledge** – Using the tools of reading, writing, speaking, and listening.
- **Language Development** – The development of language, especially academic language and vocabulary.
- **Foundational Skills** – The development of critical skills for literacy, such as phonics, print concepts, phonemic and phonological awareness, word recognition, and fluency.

The ELA learning environment will be motivating, engaging, respectful, integrated and intellectually challenging for all students as set forth by the ELA/ELD Framework.¹⁶ The ELA materials selected will provide students with opportunities to engage in meaning making, effective expression, content knowledge, language development, and foundational skills.

The environment in all classes will pique student interests as writers and readers. All classrooms will have access to a variety of literature that includes fiction and nonfiction, leveled readers, and

¹⁶ English Language Arts/English Language Development (ELA/ELD) Framework.
www.cde.ca.gov/ci/r/cf/elaeldfrmwrksbeadopted.asp

Curriculum and Instructional Design continued:

online books. There will be a designated resource area containing a lending library from which teachers, students, and families can select books.

SCS's reading and writing program is thoughtfully designed and includes teachers who guide, monitor, demonstrate, evaluate, and help students learn how to set goals, work independently and develop reading, writing, listening, and speaking skills. Students will have a variety of literacy experiences, including whole-group, small-group and independent-learning opportunities. There will be interactive read-alouds, reading and writing mini-lessons, phonics/spelling/word study lessons, shared and guided reading, and opportunities for students to read independently and to others. The curriculum provides a balanced literacy approach in which students are learning about the different components of literacy as delineated by the State Standards.

The Daily 5 framework¹⁷ will be used in grades TK-5. Because SCS will be using this model from TK-5, students will be familiar with expectations and routines. In line with SCS's core values, this framework provides students with choice, is student-centered, and allows for differentiated instruction. Students choose the order in which they will do their tasks; what to read, write, listen to; who to work with; and what word work activities to complete.

The Daily 5 components are:

- (1) **Read to Self** because the best way to become a better reader is to practice each day, with books you choose based on your just-right reading level.
- (2) **Read to Someone** because reading to someone allows for more time to practice strategies, helping you work on fluency and expression, check for understanding, hear your own voice, and share in the learning community.
- (3) **Work on Writing** because just like reading, the best way to become a better writer is to practice writing each day.
- (4) **Listen to Reading** because we hear examples of good literature and fluent reading. We learn more words, thus expanding our vocabulary and becoming better readers.
- (5) **Spelling and Word Work** because the correct spelling allows for more fluent writing, thus speeding up the ability to write and get thinking down on paper. This is an essential foundation for writing.

¹⁷ Boushey, Gail; Moser, Joan, *The Daily 5, Fostering Literacy Independence in the Elementary Grades*, 2006, Stenhouse, Publishers, Portland, Maine.

Curriculum and Instructional Design continued:

Writer's Workshop¹⁸ is a framework that will be used in Grades TK-8 for writing instruction. The writing workshop framework approaches writing as a process, has distinct phases (mini-lesson, status of the class, writing/conferencing time, and sharing), and embraces the growth mindset, that all children can learn to write well. Writer's workshop is a student-centered framework for teaching writing grounded in the belief students learn to write best when they write frequently, for extended periods of time, and on topics of their choice. Sources for the curriculum will come from the State Standards.

Reader's Workshop Grades 6-8 ¹⁹

Reader's Workshop is a framework that will be used for grades 6-8. The components of the Reader's Workshop framework are mini-lessons, independent reading time, teacher-student conferencing, small-group instruction, and a close/share. Sources for the curriculum will come from the State Standards.

Potential materials for the ELA curriculum are:

Handwriting Without Tears²⁰ may be used in grades TK-3 to teach students how to print and write in cursive. This curriculum uses developmentally appropriate instructional methods to enable children to master handwriting as an automatic and comfortable skill and is intended to be fun and engaging.

Leveled Readers (Fountas & Pinnell) ²¹ may be used in grades TK-6.

These readers will help to support whole-group, small-group and independent-learning opportunities.

The Fountas and Pinnell Leveled Book List, K-8 (Fountas & Pinnell) ²² is another resource for teachers to build their classroom libraries and select appropriate books for their students.

The Comprehensive Phonics, Spelling, and Word Study Guide (Fountas & Pinnell)²³ may be used as a resource for TK–8 students to learn phonics, spelling, and word study.

¹⁸ Calkins, Lucy. <http://www.unitsofstudy.com/framework>

¹⁹ Calkins, Lucy. <http://www.unitsofstudy.com/framework>

²⁰ Olsen, Jan, Handwriting Without Tears <https://www.lwtears.com>

²¹ The Fountas and Pinnell Leveled Readers <https://www.fandpleveledbooks.com/>

²² The Fountas and Pinnell Leveled Book List <https://www.fandpleveledbooks.com>

²³ Fountas and Pinnell Comprehensive Phonics Guide
<https://www.fountasandpinnell.com/compphonicsguide/>

Potential materials for the ELA curriculum are:

Supplemental computer-based programs will offer blended learning opportunities, intervention and enrichment for students to build their literacy skills. Some examples are:

- *Lexia*, an adaptive, personalized learning program to help students learn literacy skills and concepts.
- *STAR Reading program* TK-8, an online assessment program to determine a student's overall reading level as well as identify a student's individual strengths and weaknesses.

Mathematics

Goals:

- Students will develop a strong conceptual understanding of mathematics.
- Students will develop solid foundational skills and mathematical proficiency.
- Students will experience a mathematics program that is equitable and accessible to all students.

SCS students will experience a mathematics program that builds independence and confidence and is engaging. The program will be aligned with the State Standards²⁴ and Standards for Mathematical Practice.²⁵ The skills and concepts covered in the program are recommendations of the National Council of Teachers of Mathematics (“NCTM”)²⁶ and include operations and computation, numeration, patterns, functions and algebra, use of data, measurement, and geometry.

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. The Standards for Mathematical Practice provide students with a foundation for mathematical thinking and practice as well as guide teachers so that they can teach in ways that develop advanced mathematical understandings. SCS will use these standards to evaluate effectiveness of instruction and create authentic assessments.

The Standards for Mathematical Practice are:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.

²⁴ California Common Core Standards <http://www.corestandards.org/Math/>

²⁵ California Standards for Mathematical Practice <http://www.corestandards.org/Math/Practice/>

²⁶ National Council of Teachers of Mathematics <https://www.nctm.org/Standards-and-Positions/Principles-and-Standards/>

Mathematics continued:

- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Summit Charter School will use the Daily 3 framework (Lucy Calkins)²⁷ for grades TK-8. With the Daily 3 framework, students will have the opportunity to learn and practice mathematics, and teachers will have an expanded ability to differentiate instruction. Students will rotate among the three parts of Daily 3: Math by Myself, Math Writing, and Math with Someone, to create an engaging environment that allows teachers to have direct instruction with small groups and for students to receive differentiated instruction. The Daily 3 framework can be adapted to fit our math curriculum material that will be CCSS-aligned.

Potential materials for the mathematics curriculum are:*Ready Mathematics*

According to the independent nonprofit EdReports.org, Ready Mathematics is well aligned with the CCSS and is highly rated for usability. Highlights of the curriculum include that it:

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice.
- Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade.
- Provides additional features for supporting English Learners such as:
 - English Language Development guidelines on scaffolding language use during instruction to benefit students at different levels of English proficiency.
 - Language routines that integrate language and mathematics.
 - Concept development activities that allow students of varying mathematical and English language abilities to build on familiar concepts.

Additionally, SCS may use iReady²⁸ to supplement our Daily 3 framework and Ready Mathematics curriculum. When combined with iReady, the Ready Mathematics curriculum offers blended learning, integrating face-to-face learning with technology-based, digital instruction. iReady will supply teachers with an assessment suite, online instruction, and teacher resources to further differentiate learning. Learning opportunities will be composed of projects allowing for integration, hands-on activities allowing for direct experience, open-ended questions to encourage exploration, and the use of technology for organizing thoughts and data. iReady also offers intervention and enrichment activities to assist learners. SCS 6th, 7th and 8th grade will have the option to participate in accelerated class choices of pre-algebra, algebra or geometry. With the

²⁷ Daily 3 Mathematics <https://www.thedailycafe.com/math-daily-3>

²⁸ iReady Description <https://www.curriculumassociates.com/products/i-ready>

combination of a flexible framework, a rigorous curriculum, blended learning, early intervention and enrichment our mathematics program will assist SCS in its mission of closing the achievement gap.

Science

Goals:

- Students will think and act like scientists.
- Students will engage in hands-on exploration and scientific inquiry.
- Students will have direct experience with the natural world.
- Students will acquire scientific knowledge and become scientifically literate.

Summit Charter School will utilize Next Generation Science Standards, along with the Integrated Course Model from the 2016 Science Framework for California Public Schools, to prepare students to become critical consumers of information and proactive problem-solvers who are able to engage in discussion using evidence-based arguments across a broad range of topics. Supported by our innovative teaching methodologies, the NGSS standards and framework will offer students the opportunity to deepen learning and be further supported by our curriculum design of integration, cultural relevance, and established themes for each classroom.

Characteristics of NGSS Instruction ²⁹:

- **Three-Dimensional.** Students engage in scientific inquiry of phenomena using all three dimensions of the NGSS:
 - Dimension 1: Science and Engineering Practices (“SEPs”)

What scientists and engineers do. SEPs are skills and behaviors they use to answer a question or solve a problem.
 - Dimension 2: Disciplinary Core Ideas

What scientists and engineers know. These fundamental ideas are organized into four disciplines: life science; physical science; Earth and space science; and engineering, technology, and applications of science.
 - Dimension 3: Crosscutting Concepts.

How scientists and engineers think. Understanding these common threads that tie together the four disciplines of science helps students deepen their understanding of core ideas and allows them to implement the practices more effectively.
- **Coherent Across the Curriculum.** Learning builds upon itself from year to year and science integrates with other parts of the curriculum
- **Relevant to Local Communities and Student Interests.** Content and skills build on students’ existing experience to learn about and solve real-world problems

²⁹ California Department of Education Science Framework <https://www.cde.ca.gov/ci/sc/cf/>

Science continued:

The NGSS support the spiraling of information in order to promote deeper learning and long-term retention. For instance, in a multi-age first- and second-grade classroom, one-year students may investigate: Why do plants and animals look the way they do? Students will make observations of how an organism is similar to its parent but not an exact copy. In the next year, the students may

explore: How do plants survive and thrive? Students conduct investigations to determine what plants need in order to grow, examine seed dispersal and pollination of plants, and make observations of the diversity of life in different habitats.

Summit Charter School will use the campus as a space for students to expand their science learning in an outdoor setting. Whenever feasible, science learning will occur outdoors. We know from experience that when students interact with nature in a real and authentic way, governed by their own curiosity, they become engaged and creative. Students will build real-world skills by clear links between what they are learning in school and the wider world beyond the campus. The role of SCS is to open up the natural world to encourage students' scientific explorations.

Potential materials for the science curriculum are:

Well aligned with the NGSS, Amplify Science³⁰ reflects state-of-the-art practices in science teaching and learning. Top rated for alignment and usability by the nonprofit EdReports, Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations to arrive at solutions. Amplify Science is rooted in the Lawrence Hall of Science's Do, Talk, Read, Write, Visualize model of learning. This research-based approach presents students with multiple modalities through which to explore the curriculum. The curriculum has a blended design that includes hands-on activities, print materials, and powerful digital tools to give teachers flexibility in content delivery and differentiation.

Environmental Science and Sustainability Program

Goals:

- Students will learn how scientific knowledge can inform our appreciation of the local natural environment.
- Students will understand sustainable living practices.
- Students will be prepared to understand, live, and thrive in a changing climate.
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³⁰Amplify Science <https://www.amplify.com/programs/amplify-science/>

Environmental Science and Sustainability Program continued:

- Students will be prepared to think critically, engage creatively, and act with empathy toward the natural world and its inhabitants.

At SCS, we have an academic focus on Environmental Science and Sustainability. The Charter School's intention is to create global citizens that will be the future stewards of the Earth. Environmental science, the study of the effects of natural and unnatural processes, and of interactions of the physical components of the planet on the environment, is an essential part of

creating well-informed, globally responsible citizens. Sustainability looks across our environmental, social, and economic responsibilities to create change in societal structure and practices. In each student, SCS will cultivate environmental understanding, skills and awareness to think critically, collaboratively and consciously on behalf of themselves, each other, and the Earth.

Students will be provided with both indoor and outdoor learning opportunities through direct experiences, inquiry and explorations that develop and deepen beneficial relationships with themselves, each other, their community and the Earth. The SCS educational philosophy and school design support this type of experiential learning and offer students a unique opportunity to learn real-world skills that they can apply to have a positive effect on climate change.

SCS will consider its campus a sustainability laboratory. SCS will create outdoor classrooms and gardens that will be micro- and macro-spaces and places where nature-based and environmental-sustainability education, along with exploration and application, can take place. SCS will partner with local community members who specialize in permaculture, nonprofit organizations, educators, environmental agencies, parents and staff to create and design our outdoor learning classrooms.

SCS's Environmental Science and Sustainability curriculum will be designed to simultaneously teach practices and principles to our students and offer the local community members an understanding of regenerative systems (e.g., permaculture). Our campus-wide progression toward full immersion in sustainable practices will involve the input of teachers, staff, students, parents and the community.

SCS will use its science curriculum to reinforce our focus on environmental science and sustainability. The NGSS have recognized the need for sustainable energy education and have developed grade-specific standards to promote energy literacy with integration of sustainability. The third physical science standard in NGSS is devoted to energy, including definitions of energy, conservation of energy and energy transfer, the relationship between energy and forces, and energy

Environmental Science and Sustainability Program continued:

in chemical processes and everyday life³¹. Students will be better able to think critically, engage creatively, and act with empathy toward the natural world and its inhabitants when they understand the science behind sustainability practices.

Environmental Science & Sustainability Project Example:

Students in all grades will plant and tend to the school garden. As they are nurturing and harvesting fruits, vegetables, herbs and flowers throughout the growing season they will learn to:

- Explore the role of beneficial insects and animals – TK/K may be identifying local pollinators and complete art in the garden depicting pollinators.
- Collect seeds from a variety of plants – 1st/2nd grade class may be in charge of collecting, drying and packaging seeds for use next year.
- View a garden as an ecosystem – 3/4th grade class may be investigating food webs and use the garden as a living example.
- Practice healthy soil habits – 5th/6th grade class may run a compost bin and monitoring the temperature and progress.
- Learn methods for conserving water – 7th/8th grade class may investigate the efficiency of the irrigation system and propose changes.
- Participate in local seed swaps. All students and families invited to participate.

Cultural Literacy Program and Spanish-Language Acquisition

Goals:

- Students will develop multicultural literacy, thoughtfulness and understanding.
- Students will develop an understanding of how language and culture are dependent upon one another.
- Students will be motivated and prepared to pursue further study in Spanish.
- Students will acquire conversational skills in Spanish.

Cultural Literacy Program

The development of cultural literacy is crucial in the modern classroom in that the increasing diversity of the student population necessitates understanding and appreciation of others' experiences, backgrounds and cultures. Cultural literacy helps students interact and collaborate effectively, both of which are necessary skills. According to educational theories such as Vygotsky's Social Development Theory³², learning occurs in the social context of community. As

³¹ NGSS and Sustainability

https://nagt.org/nagt/profdev/workshops/ngss_summit/teach_sustainability/index.html

³² Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press

Cultural Literacy Program continued:

such, a deeper understanding of diversity in one's own community improves learning. This means that cultural diversity is one of our greatest educational resources.

The Cultural Literacy Program establishes grade-level specific themes to enhance student engagement. We will also consider the cultural background of our students and families when deciding themes for our classrooms to increase relevance. Content for the cultural literacy program

will be integrated with History/Social Studies, ELA, Math, the Arts and Spanish. For example, in a 7th/8th grade multi-age classroom, students may learn about Latin dances such as, salsa, mambo, merengue, rumba, cha, bachata, and samba through oral group presentations on each dance. Students may research and present information about the countries from which the dances originated. In this example, the lesson integrates history, culture and dance.

Spanish-Language Acquisition

SCS's Cultural Literacy Program will include a Spanish-language component. The study of languages and cultures affords students the opportunity to become global citizens who are capable of collaborating in multilingual communities and address 21st century world challenges. As stated in the World Languages Standards³³, an introduction of language learning early in the elementary years ensures a smooth articulation through high school and beyond.

All students at SCS will experience a World Languages program aligned with State Standards. The standards focus on content distributed among 3Cs (i.e., communication, culture, connections). The target language will be Spanish. Students will engage in a variety of activities to achieve the instructional goals, including inquiry activities, project-based learning, readings, songs, direct instruction, role play, and games. Students will develop language skills such as speaking, writing, listening, and reading.

The SCS language program is content-connected so that the content discussed during Spanish instruction is the content being taught in other subjects such as social studies and/or science. In this way, the content serves as the foundation of thematic instruction. For instance, kindergarteners may be studying the needs of plants and animals in life science and studying names for plants and animals during Spanish instruction. Additional identified curriculum will augment our program with developmentally appropriate materials.

The SCS Cultural Literacy Program will serve all students, including those who already have

³³ World Language Content Standards for California Public Schools.
<https://www.cde.ca.gov/be/st/ss/worldlanguage.asp>

proficiency and fluency speaking, writing, listening, and/or reading Spanish. Because our program offers a holistic approach to learning Spanish, students who might be strong in one area (e.g., reading) and weak in another (e.g., writing) will have the opportunity to strengthen his/her areas of weakness. In addition, teachers will individualize instruction for all students and offer enrichment and/or review activities as needed. Students who already have Spanish experience have the opportunity to shine in class by taking on leadership roles, which can be motivating for any student.

Potential supplemental materials for the Spanish curriculum are:

*SingALingo*³⁴ may be used for grades TK/K. Built on a foundation of music, movement, repetition and consistency, language-learning products are based on a simple scientifically proven principle that students learn best when multiple senses are activated.

*Monarca Language Curriculum*³⁵ may be used for grades TK/K and 1/2. Provides unique and practical materials, including age-appropriate activities, literacy and math worksheets, printable board games, coloring pages.

*Spanish for You!*³⁶ may be used for grades 3-8. A theme-based curriculum that engages students through a variety of easily taught activities and techniques. Examples of themes are farm animals, jungle animals, the five senses, pets, food, body parts, plants, clothes, transportation as well as letter and number concepts.

History-Social Science

Goals:

- Students will act and learn as historians, geographers and social scientists.
- Students will exhibit qualities of civic pride and responsibility.
- Students will learn about and interact with the state, national, and global communities.

SCS students will experience a well-structured and integrated approach to history and social science that includes discussion, inquiry, projects, open-ended questions, analysis of text and reflection. With the use of effective, engaging and innovative instructional methods, the SCS curriculum will build knowledge of the past and present and create a sense of responsibility in its students for the future.

³⁴ SingALingo <http://singalingo.com/about/tricycle-learning-method/>

³⁵ Monarca Language <http://monarcalanguage.com/schools/>

³⁶ Spanish for You! <https://spanish-for-you.net/about/>

History-Social Science continued:

We will use California History-Social Science (“HSS”) Framework as a guide to meet the State Standards for an integrated history and social science curriculum. The HSS Framework has four key areas of emphasis:

- **Content**

In transitional kindergarten through third grade, the HSS Framework organizes material as investigations into different studies of communities and ways of exploring the world. Starting in fourth grade and extending through high school, grade levels are organized either with a U.S. and California history focus or with a world history focus.

- **Inquiry**

Content is organized around questions of significance, designed to promote the use of inquiry as an effective and engaging instructional method. For example, lower-elementary students may learn about their communities by investigating the questions How are our lives different from those who lived in the past? How are they the same? Upper-elementary students may learn about California’s history by investigating the question “Why did different groups of immigrants decide to move to California?”

- **Literacy**

The HSS emphasizes that cross-curricular collaboration between history–social science and English language arts teachers should come naturally and is critical to overall student literacy development. By teaching students how to identify different kinds of texts and how to read a text closely, students learn to slow down and read on a level that transcends simple vocabulary or content comprehension increasing critical thinking.

- **Citizenship**

History and the related social sciences emphasize the development of civic and democratic values as integral elements of citizenship. The HSS Framework encourages students to understand the relationship between citizens and the state and to recognize their role as members of their community.

Aligning with SCS’s environmental science and sustainability focus, we will use the California Environment Initiative (“EEI”) curriculum as supplemental instructional material to increase the environmental literacy of our students. Environmental literacy is the ability to understand the relationship between humans and our environment. The environment can provide depth to the study of history-social science including the influence of geography on human settlements and the availability and conservation of natural resources. EEI will provide us with curriculum material to teach history-social science through an environmental lens. SCS will identify, as needed, additional curriculum material that aligns with the HSS Framework and State Standards.

Visual and Performing Arts

Goals:

- Students will participate in dance, music, theater and visual arts projects.
- Students will use the arts for personal expression.
- Students will analyze works of art from structural, historical and cultural perspectives.

Summit Charter School will use the Visual and Performing Arts Framework³⁷ to guide its curriculum. The Arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice, rehearsal, and creation or performance of works in the arts.
- Reading about the Arts and artists.
- Researching, writing, and communicating about the Arts.
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the Arts.
- Participating in art criticism on the basis of observation, knowledge, and criteria.

The Arts are an essential building block of child development. At Summit Charter School, we value the benefits of the Arts. Some of the benefits of the Arts include motor skills, language development, decision-making skills, visual learning (e.g., how to interpret, how to criticize and how to use visual information), creativity, cultural awareness and improved academic performance³⁸.

Whenever possible, our teachers will integrate visual or performing arts into projects across subjects in order to help students make connections between concepts in the Arts and across subject areas. The SCS Arts curriculum will draw on our local culture, community, and student interests to guide projects, create meaning, and deepen engagement. Students will have access to musical instruments, paints, canvases, clay, digital cameras and more to develop their aesthetic, presentation, and narrative skills. Through drama, singing, and dance, students will learn to express themselves and work collaboratively. SCS will identify, as needed, additional curriculum material that aligns with the Visual and Performing Arts Framework and State Standards.

³⁷ California Standards and Framework for the Visual and Performing Arts
<https://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf>

³⁸ Lynch, Grace Hwang, (May 16, 2012). The Importance of Art in Child Development. Accessed from <https://www.pbs.org/parents/thrive/the-importance-of-art-in-child-development>

Health

Goals:

- Students will learn about healthy behaviors.
- Students will develop strategies for avoiding health-risk behaviors.
- Students will develop the tools to have a lifetime of healthy practices.

Guided by the Health Education Framework³⁹, Summit Charter School will take a proactive role in educating its students on healthy behaviors and providing them with strategies for avoiding health-risk behaviors. The goal is to help our students to establish a lifetime of healthy practices.

The Health Education Framework is divided into six health content areas:

- Nutrition and Physical Activity.
- Growth, Development, and Sexual Health.
- Injury Prevention and Safety.
- Alcohol, Tobacco, and Other Drugs.
- Mental, Emotional, and Social Health.
- Personal and Community Health.

When possible, health education will be integrated with English Language Arts, Physical Education, and Environmental Science and Sustainability. The use of the Responsive Classroom model will provide a platform to reinforce mental, emotional and social health learning goals. SCS will identify, as needed, a curriculum that aligns with the above Framework and State Standards.

Physical Education

Goals:

- Students will acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active and healthy lifestyle.
- Students will learn about and participate in a variety of physical activities.

Promoting learning and social interactions through play is a component of the SCS educational philosophy. The Charter School will embrace physical education as an opportunity to play and use the time to educate students on the importance of fitness, nutrition and healthy choices. Guided by the Physical Education Model Content Standards, SCS will supply students with age-appropriate physical education activities that promote good health.

³⁹California Health Education Content Standards and the Health Education Framework
<https://www.cde.ca.gov/ci/he/cf/>

Summit Charter School will meet the minute requirements for Physical Education in traditional public schools as set forth in the Education Code. Students in grades 1-6 will receive approximately 200 minutes of physical education, and 7-8 will receive 400 minutes every 10 instructional days.

Potential materials for the physical education curriculum are:

*Sports, Play and Active Recreation for Kids (“SPARK”)*⁴⁰ The SPARK Physical Education curriculum is designed to address specific age groups and is segmented into unique curricula: TK-2, 3-6, and 7th and 8th. Each curriculum is researched-based with effective, specific tools and lesson plans for teachers that address the standards for students at the appropriate grade level. For example, in elementary school, the content standards emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed.⁴¹

Learning Design

Social Emotional Learning

Summit Charter School will create a safe and enriching learning environment for students to learn 21st century skills, gain confidence, resilience and compassion and be ready to face the world with integrity. The Charter School will implement Responsive Classroom, an evidence-based approach to teaching that will create a joyful and engaging classroom where students will develop strong social and academic skills.

Responsive Classroom focuses on four key domains:

- Engaging Academics - Student-centered lessons that are participatory, appropriately challenging, fun, and relevant and promote curiosity, wonder, and interest.
- Positive Community - A safe, predictable, joyful, and inclusive environment where all students have a sense of belonging and significance.
- Effective Management - A calm and orderly learning environment that promotes autonomy, responsibility, and high engagement in learning.
- Developmentally Responsive Teaching - Basing decisions for teaching and discipline upon research and knowledge of students’ social, emotional, physical, and cognitive development.⁴²

⁴⁰Sports, Plan and Active Recreation for Kids <https://sparkpe.org/curriculum/k-2/>

⁴¹ California Department of Education Physical Education Content Standards <https://www.cde.ca.gov/ci/pe/cf/>

⁴² Responsive Classroom www.responsiveclassroom.org/about

Learning Design continued:

SCS teachers, through ongoing professional development in the Responsive Classroom approach, strengthen their ability to:

- Design lessons that are active and interactive.
- Use effective teacher language to promote academic and social growth.
- Encourage engagement by giving students meaningful choices.
- Start each day in a way that sets a positive tone for learning.
- Set high expectations and teach students how to meet them.
- Establish routines that promote autonomy and independence.
- Build a sense of community and shared purpose.
- Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.

Responsive Classroom will reinforce the core value at SCS that the integration of social-emotional skills and academic skills creates a safe and enriching learning environment that engages students in deeper learning experiences. Daily classroom practices will encourage children to create strong interpersonal relationships, take responsibility for their behavior, actively participate in academics and find joy in the work of the Charter School. (Exhibit F: Responsive Classroom Shared Practices)

Multi-Age Groupings

Guided by the SCS educational philosophy and pedagogical research, Summit Charter School's multi-age, student-centered classroom design is intentional and will promote strong relationships between students, offer expanded learning opportunities and create an inclusive environment. By allowing students and teachers to spend at least two years together, SCS will promote relationships between students and teachers to create a kind and responsive learning environment that has been shown to improve academic learning. SCS will implement and operate multi-age classrooms in a way that is reflective of research and best practices. Summit Charter School, in order to successfully implement a multi-age design, will extensively plan ahead, actively educate parents, provide detailed information on the program, and offer teachers ongoing professional development.⁴³

Research tells us that a successful multi-age class is formed by placing together a number of students of different age groups with a range of ability levels. The teacher plans instruction and assessment, expecting and celebrating diversity within the class.⁴⁴ The ability level of students

⁴³ Stone, S.J. (2004). Creating the multiage classroom (2nd ed.). Tucson, AZ: GoodYear Books.

⁴⁴ Leier, Marion. "The Multiage Classroom." Multiage Education. Russell Yeats. 2006. <http://multiage-education.com/multiagen-b/themulticlass.html>

Multi-Age Groupings:

will be assessed periodically and in various ways and particularly before a new unit of study. Students will be grouped heterogeneously for most of the school day and grouped by ability for one or two subjects and/or activities. While the ideal SCS classroom composition is two grades per classroom (e.g., TK/K, 1/2, 3/4, 5/6, 7/8), there may be a time when a classroom will be composed of three grades (e.g., 1/2/3). If this scenario were the case, teachers would evaluate Standards students have met and Standards they need to meet, and adjust the instruction.

While the multi-age setting offers choices and flexibility for students to follow their individualized learning paths, it is also orderly and well thought out. Multi-age design emphasizes the child over the curriculum. The teacher will have an opportunity to address the individual needs of each child and offer a flexible learning path that moves students through the curriculum while increasing student engagement and satisfaction.

Play

At Summit Charter School, we passionately believe that play and creativity have an essential role in education. The goal of prioritizing play and recess is to provide students with the means to view learning as a lifelong process of discovery and joy while creating a strong school culture. Informed by Piaget, Dewey, Vygotsky, Montessori and many others, play is an integral part of cognitive development, building relationships, and the physical, social and emotional well-being of our children. Play is a well-researched and effective pedagogical tool that develops children's learning.

Summit Charter School's learning design and teaching methods call for the inclusion of play to add balance to a student's life to create an optimal environment for academic, social, emotional and intellectual growth. Quality interactions can occur during downtime: just talking, working on a hobby or art project, playing sports together, or being fully immersed in play.

Play is vital to the academic environment. It has been shown to help students adjust to the school setting, and enhance children's learning readiness, behaviors, collaboration and problem-solving skills. Children directly benefit from free unscheduled time for creative growth, self-reflection, and decompression.⁴⁵ SCS will offer teacher-led as well as student-led play opportunities throughout the day that will assist the Charter School in attending to the social and emotional learning of its students as well as strengthening the relationships between peers, teachers and staff.

One example of guided play as an integral part of school design for all age groups will be the implementation of a designated Makerspace. Designed with activities that are varied, flexible and

⁴⁵ Zins, J. E., & Goleman, D. (2004). Building academic success on social and emotional learning: What does the research say?. New York: Teachers College Press.

open-ended the SCS Makerspace will be an environment that welcomes our multi-age groups to inquire, explore, and reflect. Tools and materials will be stored in a thoughtful way that allows older or more advanced learners' access but restricts use by younger, or less-experienced children, to prevent injury or damage.

Growth Mindset Culture

Every child is different, and low- or high-achieving students often face a variety of challenges. For example, some students may have trouble getting to school on time or come from families that have limited family resources, but how educators see and respond to their students can change the students' trajectory for the better. The key in creating a growth mindset culture is to view students through a growth mindset and encourage them to view learning as a process, not a talent one is born with. Whether one is working with gifted students or low-achieving, a growth mindset can help students overcome obstacles and develop a love of learning.

The way students see themselves and their potential has a significant impact on their academic performance. Creating and nurturing a growth mindset culture can improve learning and help bridge the achievement gap.⁴⁶ Summit Charter School's goal in encouraging growth mindsets is to create a classroom environment conducive to learning for all children, particularly at-risk students. Educational researchers have found that understanding fixed and growth mindsets can not only stop plummeting grades in low-achieving students, but also put them on the pathway to academic growth.⁴⁷ In particular, growth mindsets have been proved effective for EL students, minority students, immigrant students, and students from low-income families.^{48 49}

In order to achieve a growth-minded culture, Summit Charter School will coach and educate our teachers, paraeducators and staff to:

- Emphasize the learning process (e.g., practicing, asking for help, trying new strategies) rather than intellect or talent.
- Encourage students to practice subjects that they see as weaknesses.
- Choose language that affirms the student can improve with practice or a different approach.

⁴⁶ Hochanadel, A., and Finamore, D. Fixed and Growth Mindset in Education and How Grit Helps Students Persist in the Face of Adversity. *Journal of International Education Research*, 2015, 11(1), pp. 47-50

⁴⁷ Blackwell, L.S., Trzesniewski, K.H. & Dweck, C.S. Implicit Theories of Intelligence Predict Achievement across an Adolescent Transition: a longitudinal study and an intervention. *Child Development*, 2007, 78(1), pp. 246-263

⁴⁸ Claro, S., Paunesku, D., and Dweck, C.S. Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences of the United States of America*, August 2016, 113(31), pp. 8664-8668.

⁴⁹ Anderson, S.C., and Nielsen, H.S. Reading intervention with a growth mindset approach improves children's skills. *Proceedings of the National Academy of Sciences of the United States of America*, October 2016, 113(43), pp. 12111-12113

Growth Mindset Culture continued:

- View each of the students as capable of academic achievement instead of either “good” or “bad” at a subject.
- When praising a student, compliment how hard they’ve worked or how much they are progressing.

Project-Based Learning

Research has found that project-based learning is associated with improvement in both cognitive skills (e.g., content knowledge, critical thinking, and creativity) and intrapersonal and interpersonal skills (e.g., metacognitive, self-regulation, and communication skills).^{50 51} Students will discover questions on their own and teachers will decide how best to guide them. Teachers can guide students through a variety of ways, such as discussing research methods, curating resources and providing direct instruction to individual, small group or whole class. Teachers will be able to carry out on-the-spot formative assessments of student understanding and work with individuals and small groups.

Students will inquire, predict, gather, and analyze data, think critically, make conclusions, and reflect. Through the authentic language tasks and opportunities for differentiation that are fundamental to project-based learning, all students, including those with developing English language skills, will have the opportunity to build essential 21st Century Skills. Projects will incorporate State Standards and will be guided by teachers and led by our students.

Teaching Methods

In order to deepen learning and meet State Standards, Summit Charter School will incorporate innovative teaching methods to increase effectiveness of the Charter School educational program. The Charter School will continuously identify additional innovative teaching methods that may work well in our unique school environment. The initial methods are:

- Differentiation – Teachers will use differentiation to meet the needs of a varied group of learners. Teachers recognize that students require various teaching methods and instructional materials to be successful.
- Scaffolding – Teachers will provide content in pieces to guide students on their learning trajectory. By assessing students often, teachers will identify the individual and collective students’ zones of proximal development to meet students at their level and challenge them to improve.

⁵⁰ Kingston, S. (2018). Project-Based Learning & Student Achievement: What Does the Research Tell Us? PBL Evidence Matters. 1(1), 1-11.

⁵¹ Holm, M. (2011). This review of PBL covers peer-reviewed studies on the effectiveness of PBL on PK-12 students from 2000 to 2011.

Teaching Methods continued:

- Flexible grouping – Teachers will use flexible grouping to meet students’ needs. First, teachers will determine student abilities. Next, they will authentically assess student progress and change grouping when mastery has occurred or help is needed.
- Cooperative Learning – Teachers will encourage students to work in small groups. Cooperative learning groups will facilitate students to engage in discourse and examine different perspectives.
- Spiraling – Over time, teachers will introduce students to topics multiple times to create long-term retention. Students will be supported to create their own understanding of content.
- Front loading – When teachers anticipate a learning challenge before teaching a particular subject, they will use front loading. Introducing the concept early allows students to anchor their new learning.

Summit Charter School teachers will be encouraged and guided to include differentiation, scaffolding, flexible grouping, cooperative learning, spiraling, and front loading. Students will be encouraged to be independent, to make their own decisions and to share what they learn with others. This will create a high-agency environment where students feel a responsibility toward their own learning path.

Materials

Materials selected for use at Summit Charter School will be aligned with State Standards. The SCS principal, in conjunction with the Learning Council, will determine instructional materials needed to implement and supplement the curriculum. All materials and any curriculum selected will support the SCS educational philosophy and be evaluated for use in a multi-age learning environment. In addition, SCS will strive to use materials with the goal of avoiding excessive consumption. When possible, SCS will avoid single-use plastic and other nonreusable items with the goal of limiting the overall environmental footprint and reducing waste.

Technology

At Summit Charter School, technology will be mindfully integrated throughout the education program. As part of preparing students for a world with technology we can only begin to imagine, we must impart adaptive skills to students so that they will be adept and comfortable at taking on new technology. Today’s students must be prepared to thrive in a constantly evolving technological landscape

Technology continued:

Technology skills are necessary for students to have for the 21st century and beyond. A core value of our use of technology at Summit Charter School will be developing a mindset in students that they can be creators and designers of the technology around them, not just the consumers.

The three main tenets guiding technology use at SCS are:

- The importance of using and creating with technology.
- The adaptive mindset to prepare for new technology in the 21st Century.
- A balanced use with non-technology-based learning experiences.

Technology experiences will be aligned with the 7 International Society for Technology and Education (“ISTE”) ⁵² student standards. The ISTE Standards for Students (i.e., empowered learner, digital citizen, knowledge constructor, innovative designer, computational thinker, creative communicator, and global collaborator) are designed to empower student voice and ensure that learning is a student-driven process of exploration, creativity, and discovery. These standards are valuable to schools because they incorporate many essential skills-based on themes for transforming learning environments with the support of technology.

Technology is integrated and utilized in interdisciplinary projects and learning activities throughout grade levels. Students will use technology to learn skills and content in the subject domains (i.e., social science, ELA, mathematics, science), as intervention tools, and to offer enrichment. Students learn the ability to scan, navigate, analyze and synthesize pertinent information and students will use digital tools to research, collaborate, innovate, and create content. Students in grades 5-8 will be trained as mentors to assist students in grades TK-3 to use technology.

Safe and legal use of Internet:

In compliance with law, E-Rate requirements, and the Children’s Internet Protection Act (“CIPA”), SCS addresses the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; avoiding plagiarism; and Internet safety, including appropriate online behavior, interacting with other individuals on social networking sites and in chat rooms; cyberbullying awareness and response; protecting online privacy and the avoidance of online predators. SCS will adopt an acceptable use policy and a proactive and ongoing approach to instructing students on acceptable use of technology.

⁵² International Society for Technology and Education. <https://www.iste.org/standards/for-students>

Technology continued:

SCS will use Google Apps for Education (“GAPE”) (or a comparable platform) that provides a safe platform to explore and use the latest web-based applications and presentation tools. GAPE allows for collaboration among students and staff from any device or location.

Independent Study

No sooner than Summit Charter School’s second year of operation, a TK-8 independent study program may be launched, further serving the needs of the rural community while allowing manageable growth within the same facility resources. This flexible independent study program will have a framework in which students will have regular opportunities to participate in the site-based program (Exhibit G: Independent Study Board Policy)

The independent study program will be a natural extension of the site-based program, focusing on nurturing the integrity, resilience, and compassion in its students. In addition to dynamically applying the State Standards, the program will utilize a curriculum that emphasizes Environmental Science and Sustainability, Cultural Literacy, the Arts, and learning through play.

The independent study program will offer a rare opportunity for families by providing a state-approved curriculum delivered and guided by credentialed staff. Field trips, camping, group classes, and Makerspaces will all be available resources and will become a tailored component in each student’s learning plan.

The program will embrace the wide differences in student learning styles, abilities, and interests that can be difficult to accommodate in a traditional school setting.

The SCS Independent Study Program will offer:

- Enrollment in a progressive, relationship-based public school.
- Support and feedback to students and families.
- Enrichment classes in the arts, humanities, and sciences.
- A lending library containing books, games, tools, and other learning materials.
- Parent-teacher conferences.

Implementing the Independent Study Program as described shall not require separate ~~District~~ ^{VCOE} board action and shall not be considered a material revision of this Charter. The approval date of this petition shall be considered the approval date of the Independent Study Program.

Professional Development

Summit Charter School will strive to create a dynamic teaching culture by maximizing professional development and collaboration to innovate teaching methods and improve student learning. Teaching is a complex and multifaceted profession that requires teachers to be responsive

and well-informed. Professional development will be an ongoing process that will entail not only education on new methods and practices but support for implementation and feedback on impact of student learning.

The Charter School will schedule two professional development days in July to discuss the Charter School mission, vision, and student outcomes, and establish the overview of a curriculum plan. Teachers will have the opportunity to flesh out their curriculum plans throughout that month, and the team will meet again in August for four days to prepare for opening.

We will begin the school year with a clear and focused instructional priority that the Learning Council has identified as having a high impact. This instructional priority will be communicated schoolwide. SCS will allocate resources and make a concerted effort to support the implementation of the identified instructional priority. Additionally, the Learning Council will identify methods to create feedback for teachers about whether professional development is having an effect on student performance and experience and if we are successfully addressing the instructional priority.

SCS teacher professional development plans will be guided by our mission, the Local Control and Accountability Plan (“LCAP”), California state priorities and teacher needs, and the instructional priority. SCS teachers will work with the principal to create an annual professional development plan that includes opportunities for feedback and reflection from themselves, and feedback from students and other teachers.

The Charter School’s professional development goals are in line with its guiding principle to develop and deepen relationships with self, peers, teachers, parents, our communities and the natural world, providing a safe and enriching learning environment. SCS will have six student-free days for professional development built into the annual school calendar. These days will be used for whole-group or small-group development, knowledge sharing and guest speakers, evaluating the effectiveness of programs and teaching methods and data analysis.

Teachers will meet to collaborate two hours a week. This block of time is alternately spent pursuing professional-development goals and conducting staff meetings. During these meetings, staff will discuss best practices, students’ needs or issues and projects, analyze student data, plan field trips, review strategies to assist students, and discuss ideas for offering enrichment and what mastery entails. These weekly meetings will be teacher-led, rotating among different classrooms, with the goal of increasing meaning and engagement while strengthening our school culture.

SCS Goals and Actions to Achieve State Priorities

Please see the section “Goals, Actions and Measurable Outcomes Aligned with the State Priorities” in Element B of the charter for a description of the Charter School’s annual goals to be achieved in the State Priorities schoolwide and for all pupil subgroups, as described in Education Code

SCS Goals and Actions to Achieve State Priorities:

Section 52060(d)(2)-(8), and specific annual actions to achieve those goals, in accordance with Education Code Section 47605(b)(5)(A)(ii).

In addition to the goals listed therein, SCS has the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

Plan for Students Not Achieving at or Above Expected Levels

Summit Charter School's design and innovative teaching methods are found to be effective in assisting students who need additional support. Through our ETK program, differentiation, cooperative learning, scaffolding, spiraling, front loading, flexible grouping, and integrated thematic units of study, teachers will be prepared to serve SCS students who need instructional intervention. Students who need additional support will be given the resources they need and will be guided in a positive, organized way to help them meet expectations while nurturing a growth mindset.

Summit Charter School will implement a Multi-Tiered System of Supports ("MTSS") framework to identify, early on, students with academic or behavioral issues and intervene quickly. MTSS supports academic growth, achievement, behavior, social and emotional needs, and addressing absenteeism. California MTSS is built on the premise that universal support must be provided for all students while recognizing that some students may need supplemental support at various times and a few students may require more intensified support some of the time to be successful in the most inclusive and equitable learning environment of their peers.

MTSS is a framework for aligning resources and initiatives and MTSS encompasses RtI², Positive Behavioral Intervention and Supports ("PBIS"), and is supported by a social emotional learning program and systematically addresses support for all students. Many of the designs of the school, such as, flexible grouping, multi-age classrooms, differentiated instruction, integrated thematic units and Responsive Classroom practices, will support the creation of a strong MTSS. Our Principal along with our Learning Council will continue professional development and seek out best practices to further develop MTSS to be inclusive and support our students' academic, behavioral and social success.⁵³ MTSS at Summit Charter School will be continually improved upon as we identify student needs.

As part of our approach, for academic intervention SCS will use the Response to Intervention and Instruction² ("RtI²") model as needed. The principal will serve as the RtI² coordinator; communicating with parents and classroom teachers; overseeing the administrative details,

⁵³ Guide to Understanding CA MTSS <https://ocde.us/MTSS/Documents/CA%20MTSS%20Guide.pdf>

Plan for Students Not Achieving at or Above Expected Levels continued:

schedules, and meetings, and, along with the classroom teachers, monitoring students' progress. Classroom teachers will provide targeted intervention to small groups as needed.

Intervention instruction is based on three levels:

- Tier 1: The Whole Class
 - Teachers will assess all students and create small work groups of students with similar skill levels. Students will receive support in the general education classroom.
 - Assess Progress
- Tier 2: Small-Group Interventions
 - Students will begin to receive targeted assistance in support in small groups in addition to regular classroom instruction. Occurring several times per week, these interventions will utilize a different instructional method than during Tier 1.
 - Scheduling of Tier 2 intervention will not be during core instruction, whenever possible, to support students' progress.
 - Assess Progress
- Tier 3: Intensive Intervention
 - Students will be provided with 1:1 or very small group instruction tailored to the their individual needs. Most of the day will still be spent in the general classroom.
 - Scheduling of Tier 3 intervention will not be during core instruction, whenever possible, to support students' progress.
 - Assess Progress
 - Next steps may include recommendation for special education assessment.

During an intervention, SCS staff will use assessment tools to measure skills and track progress. SCS staff will use data to drive the intervention plan, offering a dynamic intervention program that is responsive to students.

A parent will be notified if the Charter School determines that his/her student would benefit from instructional intervention. Parent participation plays an important role in the success of intervention, and parents are considered to be part of the RtI² team. Parents will be invited to attend meetings, work with students at home on specific skills, follow their child's progress via information provided by the Charter School, and offer social emotional support and encouragement. Summit Charter School will provide the parent with an RtI² plan that may include:

- A description of the skills their child is having trouble with and documentation of these weaknesses, such as assessment results or samples of their child's work.
- A description of the research-based intervention their child is receiving.

Plan for Students Not Achieving at or Above Expected Levels continued:

- Details about how often the intervention will be provided and for what length of time (e.g., how many minutes per day over how many weeks).
- Details about who will be providing the intervention and where it will occur.
- The criteria for determining whether the intervention is successful.
- A description of how progress monitoring works and how often their child's progress will be measured.

For students who need social, emotional and behavioral support, Responsive Classroom will create a strong SEL program. Principal, teachers and staff will offer a safe, nurturing environment where students' needs can be identified and better met. Students need social, emotional, and behavioral skills as well as a clear understanding of expectations to meet expectations. Both SEL and MTSS focus on explicit teaching, and students benefit from explicit instruction in social skills and behavioral development. Clear behavioral expectations are an integral component of utilizing Responsive Classroom effectively. Social and emotional skills prepare students to meet behavioral expectations. The Learning Council will develop a plan on how to implement PBIS with the practice of Responsive Classroom to maximize our students' social, emotional, and behavioral supports.⁵⁴

Plan for Students Achieving Substantially Above Grade-Level Expectations

SCS expects to have some students who are considered high-achieving and gifted who would benefit from additional attention. These students will be encouraged to achieve their full potential and continue to grow academically. High-achieving and gifted students will be identified through consistent multiple criteria. The principal will oversee Gifted and Talented Education ("GATE") identification and communication with families.

With the multi-age design at SCS, teachers will be encouraged to identify students with unique aptitudes and different learning abilities, and work with students and their families to develop and plan an academic program to challenge, encourage and further develop the student's abilities. SCS leadership will also be committed to supporting teachers as they build innovation into all educational programs, testing and trying new approaches. The Charter School will also seek to provide learning and support for teachers to ensure the emotional and cognitive needs of gifted students in their classrooms are met.

⁵⁴ Responsive Classroom and PBIS – Can Schools Use Them Together?
https://www.responsiveclassroom.org/sites/default/files/pdf_files/RC_PBIS_white_paper.pdf

Plan for Students Achieving Substantially Above Grade-Level Expectations continued:

SCS will provide an enriching, challenging and supportive environment for high-achieving and gifted students in programs with built-in flexibility through strategies, including:

- Differentiated enrichment through use of technology.
- Lessons and projects that build on previous skills over time, reducing repetitive tasks and introducing new concepts and skills.
- Opportunities to jump ahead – allowing a student to reach above grade level.
- Small-group and one-on-one instruction.
- Promoting extracurricular academic, intellectual activities.
- Multi-age mentoring.
- Project-based lessons.

Plan for English Learners

SCS will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English-proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. SCS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

SCS will administer the home language survey upon a student's initial enrollment into SCS (in enrollment packets).

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

English Language Proficiency Assessment continued:

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”).
- The ELPAC IA is used to identify students as either an English Learner or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–12 whose primary language is not English to determine their English-proficiency status.
- Summative Assessment (“SA”).
- ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL, based on the IA results, to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans — K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English-language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

SCS will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the ESEA 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 ELPAC.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process and 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 in basic skills based upon the performance of English-proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Students who have met the criteria to be reclassified from English Learner to Fluent English Proficient will be monitored for four years. Documentation will be completed by classroom teachers and filed in the students' cumulative folders.

Integrated/Designated ELD

SCS will have an integrated English Language Development component and a designated ELD component to the educational program so that every EL student meets the academic and linguistic goals of his/her grade level. In addition, all teachers will be Crosscultural, Language, and Academic Development ("CLAD") or Bilingual Crosscultural, Language, and Academic Development ("BCLAD") certified. SCS ELD instruction will be aligned with ELD Standards and be informed by the English Language Arts/English Language Development Framework.

Integrated/Designated ELD continued:

The following principles, as defined by the ELA/ELD Framework, provide a guide for our instructional framework to support English Learners.⁵⁵

- Schooling should help students achieve their highest potential.
- The responsibility for learners' literacy and language development is shared.
- ELA/literacy and ELD curricula should be well designed, comprehensive, and integrated.
- Effective teaching is essential to student success.
- Motivation and engagement play crucial roles in learning

Integrated ELD

Integrated ELD instruction focuses on providing language support to learn the content, and occurs within regular classes in all content areas. Research- and evidence-based ELD strategies will be utilized for EL students to gain a true understanding of the content being taught and to develop English proficiency.

Some of the SCS teaching strategies that benefit EL students during core instruction include:

- scaffolding
- spiraling
- purposeful planning of instruction
- thematic units
- cooperative learning
- experiential activities
- peer collaboration
- opportunities for oral expression (e.g., performances, reports, songs, presentations)
- multisensory teaching methods (e.g., visual presentations, use of videos)
- project-based learning

Designated ELD

The goals of Designated ELD are to accelerate English-language learning by interacting in meaningful ways, learning about how English works, and increasing language proficiency as measured by the ELD standards. Full curriculum adoption for designated ELD instruction will occur prior to the opening of the Charter School. Designated ELD instruction will focus on the development of language skills and will occur during a specific protected time for approximately

⁵⁵ ELA/ELD Framework <https://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwintro.pdf>:

Designated ELD continued:

30 to 45 minutes each day. There will be purposeful placement of students by English-language proficiency level according to the ELPAC.

Monitoring and Evaluation of Program Effectiveness

SCS shall evaluate the effectiveness of its education program for ELs by:

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

Plan for Students with Disabilities**Overview**

SCS shall comply with all applicable state and federal laws in serving students with disabilities, regardless of students' district of residence, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Education Improvement Act ("IDEA"). The Charter School will identify and respond to the needs of students with disabilities, including students with moderate/severe disabilities pursuant to ~~District~~^{VCOE} or SELPA policies and procedures as further described below. The Charter School shall provide a free and appropriate public education in the least-restrictive environment for all students pursuant to their IEPs or 504 plan once those students have been identified.

SCS shall be categorized as a public school of the ~~District~~^{VCOE} in accordance with Education Code Section 47641(b).

SCS shall comply with all state and federal laws related to the provision of special-education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

SCS shall be solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by SCS shall be accessible for all students with disabilities.

Plan for Students with Disabilities continued:

Section 504 of the Rehabilitation Act

SCS 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 SCS. Any student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by the principal and shall include the parent/guardian, the student (where appropriate), and other qualified people 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 is 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, which 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, including those tailored to assess specific areas of educational need, and not merely those that are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.
- The final determination of whether the student will or will not be identified as a person with a disability 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.

Plan for Students with Disabilities continued:

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 a 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 principal 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.

Services for Students under the IDEA

SCS shall provide special-education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). SCS shall remain, by default, a public school of the ~~District~~ ^{VCOE} for purposes of Special Education pursuant to Education Code Section 47641(b). However, SCS reserves the right to make written verifiable assurances that SCS shall become an independent Local Educational Agency (“LEA”) and join a SELPA, pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the ~~District~~ ^{VCOE}, 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, SCS seeks services from the ~~District~~ ^{VCOE} for special-education students enrolled in SCS in the same manner as is provided to students in other ~~District~~ ^{VCOE} schools. SCS will follow the ~~District~~ ^{VCOE} and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special-education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. SCS will comply with ~~District~~ ^{VCOE} protocol as to the delineation of duties between the ~~District~~ ^{VCOE} central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between SCS and the ~~District~~ ^{VCOE} to review special-education policies, procedures, protocols, and forms of the

Plan for Students with Disabilities continued:

~~VCOE District~~ and the SELPA and ~~VCOE District~~ protocol, will ensure that SCS and the ~~VCOE District~~ have an ongoing mutual understanding of ~~VCOE District~~ protocol and will facilitate ongoing compliance.

As long as SCS functions as a public school of the ~~VCOE District~~ solely for purposes of providing special education and related services under the IDEA, pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding (“MOU”) would be developed between the ~~VCOE District~~ and SCS that spells out in detail the responsibilities for provision of special-education services and the manner in which special-education funding will flow to the students of SCS.

~~VCOE The District~~ shall be designated the Local Educational Agency serving SCS students. Accordingly, SCS shall be deemed a public school of the ~~VCOE District~~, pursuant to Education Code Section 47641(b) and 47646(a). SCS agrees to adhere to the requirements of the Local Plan for Special Education and to ~~VCOE District~~ policies. As a public school of the ~~VCOE 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, SCS seeks services from the ~~VCOE District~~ for special-education students enrolled in SCS in the same manner as is provided to students in other ~~VCOE District~~ schools.

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

Staffing

All special-education services at SCS will be delivered by individuals or agencies qualified to provide special-education services as required by California’s Education Code and the IDEA. SCS staff shall participate in all mandatory ~~VCOE District~~ in-service training relating to special education.

It is SCS’s understanding that the ~~VCOE 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 ~~VCOE District~~ directs SCS that current ~~VCOE District~~ practice is for the individual school sites to hire site special-education staff or the ~~VCOE District~~ and SCS agree that SCS must hire on-site special education staff. In that instance, SCS shall ensure that all special-education staff hired by SCS are qualified

Plan for Students with Disabilities continued:

pursuant to ~~District~~^{VCOE} and SELPA policies, as well as meet all legal requirements. The ~~District~~^{VCOE} may review the qualifications of all special-education staff hired by SCS (with the agreement of the ~~District~~^{VCOE}) and may require pre-approval by the ~~District~~^{VCOE} of all hires to ensure consistency with ~~District~~^{VCOE} and SELPA policies. The ~~District~~^{VCOE} shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special-education services to SCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

SCS shall follow ~~District~~^{VCOE} policies as they apply to all ~~District~~^{VCOE} schools for responding to implementation of special-education services. SCS will adopt and implement ~~District~~^{VCOE} policies relating to notification of the ~~District~~^{VCOE} for all special-education issues and referrals.

SCS shall follow ~~District~~^{VCOE} policies as they apply to all ~~District~~^{VCOE} schools for notifying ~~District~~^{VCOE} personnel regarding the discipline of special-education students to ensure ~~District~~^{VCOE} pre-approval prior to imposing a suspension or expulsion. SCS shall assist in the coordination of any communications and immediately act according to ~~District~~^{VCOE} administrative policies relating to disciplining special-education students.

Identification and Referral

SCS shall have the responsibility to identify, refer, and work cooperatively in locating SCS students who have or may have exceptional needs that qualify them to receive special education services. SCS will implement ~~District~~^{VCOE} 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 for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is SCS's understanding that the ~~District~~^{VCOE} shall provide SCS with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that SCS is provided with notification and relevant files of all students who have an existing IEP and who are transferring to SCS from a ~~District~~^{VCOE} school. The ~~District~~^{VCOE} shall have unfettered access to all SCS student records and information in order to serve all of SCS's students' special needs.

In the event that SCS receives a parent written request for assessment, it will work collaboratively with the ~~District~~^{VCOE} and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, SCS and the ~~District~~^{VCOE} will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

Plan for Students with Disabilities continued:

SCS will follow ~~District~~^{VCOE} child-find procedures to identify all students who may require assessment to consider special-education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The ~~District~~^{VCOE} will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the ~~District~~^{VCOE}’s general practice and procedure and applicable law. SCS shall work in collaboration with the ~~District~~^{VCOE} to obtain parent/guardian consent to assess SCS students. SCS shall not conduct special education assessments unless directed by the ~~District~~^{VCOE}.

IEP Meetings

It is SCS’s understanding that the ~~District~~^{VCOE} shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. SCS shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the ~~District~~^{VCOE} and SCS: the principal and/or the SCS-designated representative with appropriate administrative authority as required by the IDEA; the student’s special-education teacher; the student’s general education teacher if the student is, or may be in, a regular education classroom; the student, if appropriate; and other SCS representatives who are knowledgeable about the regular education program at SCS and/or about the student. It is SCS’s understanding that the ~~District~~^{VCOE} shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

SCS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the ~~District~~^{VCOE}’s IEP process. Programs, services and placements shall be provided to all eligible SCS students in accordance with the policies, procedures and requirements of the ~~District~~^{VCOE} and of the SELPA and State and Federal law.

SCS shall promptly notify the ~~District~~^{VCOE} of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

Plan for Students with Disabilities continued:

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. SCS 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 SCS 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, SCS shall provide the ~~District~~ and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. SCS shall also provide all home-school coordination and information exchange unless directed otherwise by the ~~District~~. SCS shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the ~~District~~. SCS shall comply with any directive of the ~~District~~ as relates to the coordination of SCS 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

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

Plan for Students with Disabilities continued:

conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the ~~District~~^{VCOE}, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The ~~District~~^{VCOE} shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special-education students. SCS 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~~^{VCOE}. SCS shall immediately notify the ~~District~~^{VCOE} of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Nondiscrimination

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

SCS shall follow ~~District~~^{VCOE} policies as they apply to all ~~District~~^{VCOE} schools for responding to parental concerns or complaints related to special-education services. SCS shall instruct parents/guardians to raise concerns regarding special-education services, related services and rights to the ~~District~~^{VCOE} unless otherwise directed by the ~~District~~^{VCOE}. SCS shall immediately notify the ~~District~~^{VCOE} of any concerns raised by parents. In addition, SCS and the ~~District~~^{VCOE} shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

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

SCS and the ~~District~~^{VCOE} 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~~^{VCOE}, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and SCS shall comply with the ~~District~~^{VCOE}'s decision.

Plan for Students with Disabilities continued:

SCS and the ~~District~~^{VCOE} shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, 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~~^{VCOE} may initiate a due process hearing or request for mediation with respect to a student enrolled in SCS if the ~~District~~^{VCOE} determines such action is legally necessary or advisable. SCS agrees to cooperate fully with the ~~District~~^{VCOE} in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the ~~District~~^{VCOE} and SCS shall work together to defend the case. In the event that the ~~District~~^{VCOE} determines that legal representation is needed, SCS agrees that it shall be jointly represented by legal counsel of the ~~District~~^{VCOE}'s choosing.

SCS understands that the ~~District~~^{VCOE} shall have sole discretion to settle any matter in mediation or due process. The ~~District~~^{VCOE} shall also have sole discretion to file an appeal from a due-process hearing or take other legal action involving any SCS student necessary to protect its rights.

SELPA Representation

It is SCS's understanding that the ~~District~~^{VCOE} shall represent SCS at all SELPA meetings and report to SCS of SELPA activities in the same manner as is reported to all schools within the ~~District~~^{VCOE}.

Funding

SCS understands that it will enter into a MOU with the ~~District~~^{VCOE} regarding special-education funding, and cannot at this time unilaterally dictate the funding relationship between the ~~District~~^{VCOE} and SCS. SCS anticipates, based upon State and Federal law, that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the ~~District~~^{VCOE}

The ~~District~~^{VCOE} shall retain all state and federal special-education funding allocated for SCS students though the SELPA Annual Budget Plan, and shall be entitled to count SCS students as its own for all such purposes.

Retention of ADA Funds by the ~~District~~^{VCOE} for Non-Public Placements

The parties acknowledge that the ~~District~~^{VCOE} may be required to pay for or provide SCS students with placements at locations other than at SCS's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or

Plan for Students with Disabilities continued:

services in other ~~District~~^{VCOE} schools, in other public-school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at ~~District~~^{VCOE} expense, the ~~District~~^{VCOE} shall be entitled to receive from SCS 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 the SCS site.

Contribution to Encroachment

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

Services for Students Under the IDEA as an LEA pursuant to Education Code Section 47641(a)

The Charter School reserves the right, pursuant to Education Code Section 47641(a), to apply for membership in a different state-approved SELPA during its term. In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the ~~District~~^{VCOE}, the SELPA, and the California Department of Education before June 30th of the year before services are to commence. A change in SELPA shall not constitute a material revision.

Upon obtaining LEA membership in a SELPA in accordance with Education Code Section 47641(a), the Charter School shall be solely responsible for providing services for special-education students enrolled in the Charter School. The Charter School shall provide special-education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the SELPA.

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

Plan for Students with Disabilities continued:

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

Staffing

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

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

Notification and Coordination

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

Identification and Referral

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

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

Plan for Students with Disabilities continued:

Assessments

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

IEP Meetings

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

IEP Development

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

IEP Implementation

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

Plan for Students with Disabilities continued:

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Plan for Students with Disabilities continued:

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

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

Funding

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

Element B: Measurable Pupil Outcomes

Element C: Methods of Assessment

Governing Law

The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060 that apply for the grade levels served by the charter school.

Education Code Section 47605(b)(5)(B).

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

Education Code Section 47605(b)(5)(C).

SCS Goals, Actions and Measurable Outcomes that Align with the State Priorities

Pursuant to Education Code Section 47605(b)(5)(A)(ii), SCS has established goals and actions both schoolwide and for each subgroup of pupils, which address and align with the State Priorities identified in Education Code Section 52060(d)(2)-(8).

Local Control and Accountability Plan

In accordance with, and using the procedures prescribed by, Education Code Section 47606.5, SCS shall comply with all applicable requirements of the Local Control and Accountability Plan (“LCAP”) including any applicable regulations promulgated, and the template adopted, by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. SCS shall submit the LCAP to the ~~District~~^{VCOE} and the Ventura County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP, including goals and actions listed below, shall not be considered a material revision to the charter, and shall be maintained by SCS at the school site.

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

STATE PRIORITY #2— IMPLEMENTATION OF STATE STANDARDS

Implementation of State Standards (including CCSS and ELD), including how EL students will be enabled to gain academic content knowledge and English language proficiency

SUBPRIORITY A – STATE STANDARD IMPLEMENTATION

GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) Professional development and ongoing development on the implementation of State Standards for 100% of our core subject teachers. (2) Implement State Standards-aligned curriculum. (3) Increase parent knowledge of State Standards.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) Learning Council and/or individual teachers will identify and participate in professional development focused on State Standards as identified in their professional development plan. (2) Adopt and/or create State Standards-aligned curriculum. (3) Conduct parent education.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> (1) All core teachers participate in professional development in State Standards. (2) All students receive State Standards-based curriculum and materials. (3) All parents receive parent education on State Standards given at Charter School meetings and within the classroom.

GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) EL students will receive State Standards-based curriculum and materials. (2) Teachers will engage in professional development with a focus on achieving the ELD standards and implementing effective EL strategies. (3) An effective designated ELD program will be adopted and used by SCS. (4) Teachers will provide integrated and designated ELD instruction. (5) All EL students receive State Standards-based curriculum and materials.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (1) Socioeconomically disadvantaged students will receive State Standards-based curriculum and materials. (2) Teachers will engage in professional development with a focus on supporting the needs of a diverse student body, in terms of race, ethnicity, and social class. (3) All socioeconomically disadvantaged students receive State Standards-based curriculum and materials.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) Records of attendance will show teacher participation in professional development. (2) Teachers will mark what State Standards are being met on master checklist(s) as they move through the curriculum. (3) All parents will receive access to several different sources of education on State Standards (i.e., our website, parent orientation). (4) State Standards-based reports will be used at SCS for each grade level.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) EL students will reach their highest potential and be provided consistent support to reach learning goals. (2) EL students will gain academic content knowledge.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) Implement our evidence-based teaching strategies for EL students.

	<ul style="list-style-type: none"> (2) Provide well-designed, comprehensive, and integrated ELA/Literacy and ELD curriculum. (3) Provide State-Standards-aligned supplemental programs to support differentiation in ELD.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> (1) All EL students will participate in an integrated ELD program. (2) All EL students will be instructed by BCLAD/CLAD certified teachers. (3) All EL students will have access to State-standards aligned supplemental programs and materials throughout the school day.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (1) Unduplicated students will reach their highest potential and be provided consistent support to reach learning goals. (2) Unduplicated students will gain academic content knowledge. (3) Teachers will have a supportive school culture, collaboration and planning time, resources and training in order to serve a diverse student body. (4) Teachers will utilize a variety of instructional methods, including differentiated instruction, to best instruct students of diverse needs and offer a broad course of study. (5) All unduplicated students will gain content knowledge.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) EL movement up proficiency levels, reclassification rate, and EL performance on benchmarks and ELPAC. (2) Teacher assessments, teacher observations, and State Standards-based report cards. (3) Students' log-on record of access to State Standards-aligned supplemental programs (i.e., iReady, Lexia).
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) Accelerate English language learning and develop English-language proficiency.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) ELA and ELD curriculum will be well designed, comprehensive and integrated. (2) Provide EL students with designated ELD time blocks, grouped with students of similar English proficiency levels.

	(3) Provide a language-rich environment where EL student exposure to language will be meaningful, deliberate, repetitive and engaging.
MEASURABLE OUTCOME	(1) All EL students instructed by BCLAD/CLAD certified teachers. (2) All EL students participate in a designated EL program, grouped with students of similar English-proficiency levels. (3) All EL students placed in multi-age classrooms that will provide higher levels of English-language exchange, differentiated instruction, engagement, and peer tutoring.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	(1) Accelerate English language learning and develop English-language proficiency. (2) Provide language content in a variety of formats and provide intervention early when a need is identified. (3) All unduplicated students will make progress toward language proficiency.
METHODS OF MEASUREMENT	(1) EL movement up proficiency levels, reclassification rate and EL performance on benchmarks and ELPAC. (2) Teacher assessments, teacher observations. and State Standards-based report cards.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u> <i>Parental involvement, including efforts the Charter School makes to seek parent input for making decisions for the Charter School, and including how the Charter School will promote parent participation in programs for unduplicated pupils and pupils with exceptional needs.</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	(1) Parents will have opportunities to provide input into decision-making process through participation in the PTO, in the development of the LCAP, serving on the Charter School Board.
ACTIONS TO ACHIEVE GOAL	(1) Regularly solicit parental involvement at scheduled parent education meetings, school events, committee meetings, and outreach. (2) Advertise meetings and encourage parents to attend.

	(3) Descriptions of committees and responsibilities will be posted at school and on the website.
MEASURABLE OUTCOME	(1) All committees will have parent involvement. (2) Two seats open to parents on school board will be filled.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	(1) Proportional representation of EL parents in the decision-making (e.g., for a 40 % EL student population, the goal will be 40% parents of EL students on the committees). (2) All committees have involvement of families of EL students.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	(1) Proportional representation of parents of socioeconomically disadvantaged students in the decision-making (e.g., for a 50% socioeconomically disadvantaged student population, the goal will be 50% parents of socioeconomically disadvantaged students on the committees). (2) Offer childcare during committee meetings to increase involvement of parents. (3) All committees have involvement of families of socioeconomically disadvantaged students.
METHODS OF MEASUREMENT	(1) Attendance records at PTO, LCAP, ELAC, parent education, and outreach meetings. (2) Results of mid- and end-of-year surveys regarding parent satisfaction and overall Charter School experience.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	(1) Promote and maximize parent participation.
ACTIONS TO ACHIEVE GOAL	(1) Provide parents with a survey regarding parent availability, parent participation options (e.g., governance, classroom activities, fundraising) and methods for volunteering at start of the school year (2) Actively communicate (e.g., via print and online newsletters, school events, parent-teacher conferences) with parents. The

	<p>hope is for parents to volunteer in any way they can as often as they can.</p> <p>(3) Provide parents with opportunities to communicate with SCS and learn about educational topics (e.g., Coffee with the Principal meetings, new parent orientation).</p>
MEASURABLE OUTCOME	<p>(1) All SCS annual student paperwork will include addition of a survey and volunteer options on all SCS handouts and online communications.</p> <p>(2) All new families will complete an initial orientation with the principal.</p> <p>(3) 70% of parents attend school functions</p>
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>(1) Create and maintain a welcoming culture that values each parent's individual abilities.</p> <p>(2) Provide materials in Spanish and offer translation when needed.</p> <p>(3) 70% of EL parents attend school functions.</p>
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>(1) Create and maintain a welcoming culture that values each parent's individual abilities.</p> <p>(2) Provide resources at as many SCS school functions as possible to increase ease of participation (i.e., childcare, dinner).</p> <p>(3) 70% of socioeconomically disadvantaged students attend school functions.</p>
METHODS OF MEASUREMENT	<p>(1) Completed volunteer surveys from parents during first month of school.</p> <p>(2) Attendance sign-ins at school functions.</p> <p>(3) Volunteer sign-in.</p>
SUBPRIORITY C – PROMOTING PARENT PARTICIPATION FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	
GOAL TO ACHIEVE SUBPRIORITY	<p>(1) Have proportional participation from families of unduplicated students and students with exceptional needs.</p>
ACTIONS TO ACHIEVE GOAL	<p>(1) The principal will contact the family of each unduplicated pupil at the beginning of the year to establish a relationship.</p>

	<p>(2) The principal will encourage each family to turn in a volunteer survey and is aware that whatever time or skill they have will be valued by SCS.</p> <p>(3) Recruit existing families to mentor new families coming in on the benefits of participation.</p>
MEASURABLE OUTCOME	(1) 70% participation from families of unduplicated pupils and students with exceptional needs.
METHODS OF MEASUREMENT	<p>(1) Completed volunteer surveys from parents during first month of school.</p> <p>(2) Attendance sign-ins at school functions.</p> <p>(3) Volunteer sign-ins.</p>
<p><u>STATE PRIORITY #4—STUDENT ACHIEVEMENT</u></p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <ul style="list-style-type: none"> a. <i>California Assessment of Student Performance and Progress statewide assessment.</i> b. <i>Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education.</i> c. <i>Percentage of ELs who make progress toward English language proficiency as measured by English Language Proficiency Assessment for California.</i> d. <i>EL reclassification rate.</i> e. <i>Percentage of pupils who have passed an AP exam with a score of 3 or higher</i> f. <i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness.</i> 	
SUBPRIORITY A – CAASPP	
GOAL TO ACHIEVE SUBPRIORITY	<p>(1) 50% of students, grades 3-8 will score “Standard Met” or “Standard Exceeded” in the annual CAASPP testing in the areas of English Language Arts and Mathematics.</p> <p>(2) Students who score “Standard Nearly Met” or “Standard Not Met” will show progress toward “Standard Met” during the following testing cycle.</p>

ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> (1) Implement our innovative teaching methodologies and Charter School design in order to create a safe, enriching learning environment. (2) Utilize diagnostic and formative assessments often to provide data to guide instruction. (3) Differentiate instruction to meet students' needs and increase content knowledge. (4) Provide parent and student education on the importance of attendance during CAASPP testing.
MEASURABLE OUTCOME	<ol style="list-style-type: none"> (1) 50% of students grades 3-8 will score "Standard Met" or "Standard Exceeded" in the CAASPP area of English Language Arts/Literacy and Mathematics. (2) 95% attendance for the annual CAASPP testing.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ol style="list-style-type: none"> (1) 50% of EL students, grades 3-8 will score "Standard Met" or "Standard Exceeded" in the annual CAASPP testing in the areas of English Language Arts and Mathematics. (2) EL students who score "Standard Nearly Met" or "Standard Not Met" will show progress toward "Standard Met" during the following testing cycle (3) Provide intervention and enrichment as appropriate to allow students to increase learning effectiveness. (4) 95% attendance for the annual CAASPP testing.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ol style="list-style-type: none"> (1) 50% of socioeconomically disadvantaged students, grades 3-8 will score "Standard Met" or "Standard Exceeded" in the annual CAASPP testing in the areas of English Language Arts and Mathematics. (2) Socioeconomically disadvantaged students who score "Standard Nearly Met" or "Standard Not Met" will show progress toward "Standard Met" during the following testing cycle. (3) Allow students to increase learning effectiveness. (4) 95% attendance for the annual CAASPP testing.
METHODS OF MEASUREMENT	<ol style="list-style-type: none"> (1) CAASPP results. (2) Attendance records.
SUBPRIORITY B – NOT APPLICABLE	

SUBPRIORITY C – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	(1) Support EL students in making progress toward English-language proficiency.
ACTIONS TO ACHIEVE GOAL	(1) Utilize Home Language Survey at the time of enrollment to accurately and timely identify English Learners. (2) Administer ELPAC and determine language skills and needs. (3) Administer a well-thought-out ELD program, including instructional intervention and instructional technology where appropriate. (4) Implement our teaching strategies that are shown to be effective for EL, including front loading, scaffolding, spiraling, cooperative learning, experiential learning, project-based learning, and peer collaboration.
MEASURABLE OUTCOME	(1) All EL students show progress on in-class diagnostic, formative and benchmark assessments. (2) All EL students show advancement of performance level on ELPAC.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	(1) Support unduplicated students in making progress toward English language proficiency. (2) Provide a language-rich environment, where EL student exposure to language will be meaningful, deliberate, repetitive and engaging. (3) All unduplicated students show progress on in-class diagnostic, formative and benchmark assessments. (4) All unduplicated students show advancement of performance level on ELPAC.
METHODS OF MEASUREMENT	(1) Progress on in-class assessments. (2) Benchmark data. (3) ELPAC results.
SUBPRIORITY D – EL RECLASSIFICATION RATES	

GOAL TO ACHIEVE SUBPRIORITY	(1) English Learners will make progress from English Learner to Fluent English Proficient.
ACTIONS TO ACHIEVE GOAL	<p>(1) Administer a well-designed ELD program with designated and integrated ELD components and include instructional intervention and instructional technology when appropriate.</p> <p>(2) Implement our teaching strategies that are shown to be effective for EL students (e.g., front loading, scaffolding, spiraling, cooperative learning, experiential learning, project-based learning and peer collaboration.)</p>
MEASURABLE OUTCOME	<p>(1) 10% of English Learners will be reclassified from English Learner to Fluent English Proficient.</p> <p>(2) All EL students improve on in-class diagnostic, formative and benchmark assessments.</p>
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>(1) Unduplicated students will make progress from English Learner to Fluent English Proficient.</p> <p>(2) Provide additional intervention as identified early and inclusively to promote success of student.</p> <p>(3) 10% of unduplicated students will be reclassified from English Learner to Fluent English Proficient.</p> <p>(4) All unduplicated students improve on in-class diagnostic, formative and benchmark assessments will show progress.</p>
METHODS OF MEASUREMENT	<p>(1) Reclassification rates.</p> <p>(2) Benchmark data.</p> <p>(3) Student self-reflection.</p>
SUBPRIORITY E – NOT APPLICABLE	
SUBPRIORITY F – NOT APPLICABLE	

STATE PRIORITY #5—STUDENT ENGAGEMENT

Pupil engagement, as measured by all of the following, as applicable:

- a. School attendance rates*
- b. Chronic absenteeism rates*
- c. Middle school dropout rates (EC §52052.1(a)(3))*
- d. High school dropout rates*
- e. High school graduation rates*

SUBPRIORITY A – STUDENT ATTENDANCE RATES

GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) Achieve 95% attendance. (2) Minimize student tardiness.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) Educate parents on the process for receiving funding for public school through average daily attendance. (2) Educate students on the importance of school attendance and being on time and its correlation with a student's overall success of the school. (3) Create a carpool list, consistent with all pupil privacy laws, for parents to access (4) Create an inclusive school culture that promotes collaboration, kindness and increases student engagement. (5) Put systems in place to contact parents after each unexcused absence and the second tardy.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> (1) All students meeting a 95% attendance rate. (2) 80% of student responses to connectedness survey administered 2 times a year are positive.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners supported to achieve 95% attendance and to have minimal tardies. (2) Create an inclusive culture where native Spanish speakers serve as peer mentors and are engaged through our cultural diversity program. (3) EL students meeting a 95% attendance rate.

GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (1) Socioeconomically disadvantaged students supported to achieve 95% attendance and to have minimal tardies. (2) Charter School staff will provide access to support resources to students and families early when a need is identified. (3) Principal will work to create a relationship with vulnerable student population in order to increase engagement.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) Attendance rate. (2) Number of tardies.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) 95% of students will have no more than three unexcused absences during the school year.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) Educate parents on responsibility for students to attend school. (2) Educate students on the consequences of being truant. (3) The principal will reach out and provide family resources that may be needed and support the family. (4) Charter School will actively contact families after the first unexcused absence and the second tardy. (5) Ensure that any student who has missed 5% of instructional days receives intervention and support services.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> (1) All students absent less than 10% of instructional days.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners will be supported to have no more than three unexcused absences during the school year. (2) Offer a comprehensive Social and Emotional Learning program through Responsive Classroom. (3) EL students absent less than 10% of instructional days.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (1) Socioeconomically disadvantaged students will be supported to have no more than three unexcused absences during the school year. (2) Offer a comprehensive Social and Emotional Learning program through Responsive Classroom.

	(3) EL students absent less than 10% of instructional days.
METHODS OF MEASUREMENT	(1) Attendance reports.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	(1) Less than 1% drop-out rate.
ACTIONS TO ACHIEVE GOAL	<p>(1) The principal, teachers, and staff will work together to identify high-risk students and offer intervention, alternatives and resources.</p> <p>(2) Consider students' interests when supplying curriculum materials to meet State Standards in order to increase relevance and engagement.</p> <p>(3) Provide a relationship-based school learning environment that is supportive and has a strong social emotional program.</p>
MEASURABLE OUTCOME	(1) Middle school dropout rate of less than 1%.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>(1) English Learners will be supported to have a middle-school dropout of less than 1%.</p> <p>(2) Provide content that is culturally relevant and engaging when supplying curriculum materials to meet State Standards in order to increase relevance and engagement.</p> <p>(3) Middle-school dropout rate of 1% or less for EL students.</p>
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>(1) Socioeconomically disadvantaged students will be supported to have a middle-school dropout of less than 1%.</p> <p>(2) Principal will offer support services to high-risk students and work with families in order to access those services.</p> <p>(3) Middle-school dropout rate of 1% or less for socioeconomically disadvantaged students.</p>

METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) Student attendance records. (2) School completion rate as reported on the School Accountability Report Card (“SARC”).
SUBPRIORITY D – NOT APPLICABLE	
SUBPRIORITY E – NOT APPLICABLE	
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <ul style="list-style-type: none"> g. <i>School climate, as measured by all of the following, as applicable:</i> h. <i>Pupil suspension rates</i> i. <i>Pupil expulsion rates</i> j. <i>Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</i> 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	(1) Annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) Responsive Classroom will allow teachers and staff to deal with behavioral issues in a reasonable, caring, and effective manner. (2) The principal will track behavioral issues and will proactively meet and discuss issues with students and their families. (3) Any student who is suspended will create behavioral goals and implementation plan, along with the principal, teachers and family.
MEASURABLE OUTCOME	(1) Less than 1% suspension rate annually.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners will be supported to have less than 1% suspension rate annually. (2) Behavioral expectations will be given in a clear manner with language assistance as needed to ensure a clear understanding of consequences. (3) Less than 1% suspension rate annually for EL students.

GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (1) Socioeconomically disadvantaged students will be supported to have less than 1% suspension rate annually. (2) Teachers and principal will offer behavioral interventions as appropriate and supported by Responsive Classroom to get back on track and meet expectations. (3) Less than 1% suspension rate annually for socioeconomically disadvantaged students.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) School attendance reports. (2) Suspension rate as reported on the SARC.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	(1) Annual expulsion rate of less than 0.5%.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) Responsive Classroom will allow our teachers and staff to deal with behavioral issues in a reasonable, caring, and effective manner. (2) The principal will track behavioral issues and will proactively meet and discuss issues with students and their families. (3) Any student who is expelled will create behavioral goals and implementation plan, along with the principal, teachers and family.
MEASURABLE OUTCOME	(1) Less than 0.5% expulsion rate annually.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners will be supported to have less than 0.5% expulsion rate annually. (2) Nurture a growth mindset in students in order for students to feel that they can improve under any circumstance. (3) Offer students input on their behavioral plan in order to increase engagement. (4) Less than 0.5% expulsion rate for EL students annually.
GOALS AND OUTCOMES FOR	(1) Socioeconomically disadvantaged students will be supported to have less than 0.5% expulsion rate annually.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (2) Nurture a growth mindset in students for them to feel that they can improve under any circumstance. (3) Offer students input on their behavioral plan in order to increase engagement. (4) Less than 0.5% expulsion rate for EL students annually.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) School attendance reports. (2) Expulsion rate as reported on the SARC.
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) Implement a School Safety Plan and coordinating procedures in the event of an emergency. (2) Twice annually disperse connectedness surveys to students and families to request feedback on satisfaction and engagement.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) The Charter School will conduct emergency safety drills on a regular basis (e.g., fire, earthquake, lockdown). (2) Conduct school safety training with whole staff. (3) Implement an emergency communication system to reach parents in the event of an emergency. (4) Create and disperse connectedness surveys to students and families in December and April.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> (1) Increased quickness and efficiency during emergency safety drills. (2) All staff complete school safety training. (3) Quarterly tests of emergency communication system. (4) 70% of surveys completed.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners will be supported to know the School Safety Plan and coordinating procedures in the event of an emergency. (2) Students and families will complete connectedness surveys to provide feedback on satisfaction and engagement.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY	<ul style="list-style-type: none"> (1) Socioeconomically disadvantaged students will be supported to know the School Safety Plan and coordinating procedures in the event of an emergency.

DISADVANTAGED STUDENTS	(2) Students and families will complete connectedness surveys to provide feedback on satisfaction and engagement.
METHODS OF MEASUREMENT	(1) Annual safety drill calendar. (2) Attendance records for school safety training. (3) Successful tests of emergency communication system. (4) Compiled data/responses from completed connectedness surveys.
<u>STATE PRIORITY #7— COURSE ACCESS</u> <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i>	
GOAL TO ACHIEVE SUBPRIORITY	(1) Students will have access to a balanced school schedule that includes English Language Arts, Mathematics, History/Social Science, Visual and Performing Arts, Health, Physical Education, Spanish, Cultural Literacy, Environmental Science and Sustainability.
ACTIONS TO ACHIEVE GOAL	(1) Implement and develop well-aligned projects that are interdisciplinary. (2) Implement a daily schedule that allows all students to master skills in all subjects listed above.
MEASURABLE OUTCOME	(1) All students complete interdisciplinary projects that deepen learning and meet standards. (2) All students have access to a daily schedule that provides instructional time in a variety of subjects.

GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners will have access to a balanced school schedule that includes English Language Arts, Mathematics, History/Social Science, Visual and Performing Arts, Health, Physical Education, Spanish, Cultural Literacy, Environmental Science and Sustainability. (2) Access to undisturbed blocks of designated ELD (3) Increased English literacy through engagement in interdisciplinary projects. (4) All English Learners complete interdisciplinary projects. (5) All English Learners have access to a daily schedule that provides instructional time in a variety of subjects.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (1) Socioeconomically disadvantaged students will have access to a balanced school schedule that includes English Language Arts, Mathematics, History/Social Science, Visual and Performing Arts, Health, Physical Education, Spanish, Cultural Literacy, Environmental Science and Sustainability. (2) Principal will ensure that all students have the same access to a broad course of study. (3) All socioeconomically disadvantaged students complete interdisciplinary projects. (4) All socioeconomically disadvantaged students have access to a daily schedule that provides instructional time in a variety of subjects.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) Attendance and participation by students in classes. (2) Daily bell schedule and instructional calendar.
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH LANGUAGE ARTS	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) Students will progress from learning to read to reading to learn. (2) Students will progress from learning to write to writing to learn.

	(3) Students will learn that their words, whether spoken, written, or performed, can be powerful agents of change.
ACTIONS TO ACHIEVE GOAL	<p>(1) Teachers will have access to the State Standards and Frameworks, be proficient with the grade-level State Standards, discuss aligning instruction to meet the standards with colleagues, and attend professional development on aligning instruction to meet the standards.</p> <p>(2) The following instructional frameworks will be used to structure curriculum: The Daily 5 (TK-5), Reader's Workshop (6-8) and Writer's (TK-8) Workshops.</p> <p>(3) Teachers and students will have and use appropriate curricular, instructional and assessment materials (e.g., leveled readers, a comprehensive library with a variety of developmentally appropriate nonfiction and fiction books and resources, phonics and handwriting workbooks, supplemental computer-based programs).</p>
MEASURABLE OUTCOME	<p>(1) All teachers have access to the ELA State Standards and Framework and are using a Standards-aligned curriculum.</p> <p>(2) All teachers provided with ongoing support and training in how to use the instructional frameworks (i.e., The Daily 5 for TK-5, Reader's Workshop for grades 6-8 and Writer's Workshops for grades TK-8).</p> <p>(3) 3 times a year guided reading-level assessments for fluency and comprehension given (i.e., beginning, middle, and end of the year) for all grades.</p> <p>(4) 3 times a year writing samples completed and collected (i.e., beginning, middle, and end of the year) and kept in a student's annual Learning Portfolio for all grades.</p> <p>(5) 2 times a year Smarter Balanced Interim Assessment Blocks administered for grades 3 through 8.</p> <p>(6) 1 time a year Smarter Balanced Interim Comprehensive Assessments and performance tasks will be administered performance tasks for grades 3 through 8.</p>

	<p>(7) 3 to 5 times a year Benchmark Assessments of student progress in academic content against specific grade-level standards and learning goals will be administered as needed, for all grades.</p> <p>(8) 3 times a year, student portfolio will be reviewed by the teacher and discussed with students to show growth over time.</p>
GOAL AND OUTCOMES FOR ENGLISH LANGUAGE LEARNERS	<p>(1) English Learners will make progress in all areas of reading and writing.</p> <p>(2) English Learners progress on all measurable outcomes will be monitored by the classroom teacher and principal.</p> <p>(3) English Learners will be supported to make progress in all areas of reading and writing through Integrated ELD and protected blocks of time for Designated ELD instruction.</p> <p>(4) All English Learners will move up on their guided reading level.</p> <p>(5) All English Learners will move up on their Benchmark Assessments.</p>
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>(1) Socioeconomically disadvantaged students will make progress in all areas of reading and writing.</p> <p>(2) Socioeconomically disadvantaged students' progress on all measurable outcomes will be monitored by the classroom teacher and principal.</p> <p>(3) Socioeconomically disadvantaged students will be supported as needed to make progress in all areas of reading and writing.</p> <p>(4) All socioeconomically disadvantaged students will move up on their guided reading levels.</p> <p>(5) All socioeconomically disadvantaged students will show progress on their Benchmark Assessments.</p>
METHODS OF MEASUREMENT	<p>(1) California Assessment of Student Performance and Progress for grades 3 through 8.</p> <p>(2) ELPAC and California Alternative Assessment, when applicable.</p> <p>(3) IEP annual and tri-annual meetings, when applicable.</p> <p>(4) SCS tri-annual State-Standards-Based Progress Report for all grades.</p> <p>(5) Teacher-designed rubrics and assessments of student progress will be administered frequently and as needed for all grades.</p> <p>(6) Teachers will conduct observations of students frequently and as needed for all grades.</p>

	(7) Students self-reflect through interviews and personal journals in all grades.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	<p>(1) Students will develop a strong conceptual understanding of mathematics.</p> <p>(2) Students will develop solid foundational skills and mathematical proficiency.</p> <p>(3) Students will experience a mathematics program that is equitable and accessible to all students.</p>
ACTIONS TO ACHIEVE GOAL	<p>(1) Teachers will have access to the grade-level State Standards and Frameworks, be proficient with the State Standards, discuss aligning instruction to meet the standards with colleagues and attend professional development on aligning instruction to meet the State Standards.</p> <p>(2) Daily 3 will be used as the instructional framework to structure curriculum.</p> <p>(3) Teachers and students will have and use appropriate curricular, instructional, and assessment materials, including manipulatives, textbooks, and/or workbooks, and any supplemental computer-based programs.</p>
MEASURABLE OUTCOME	<p>(1) All teachers have access to the State Standards and Framework and are using a Standards-aligned curriculum.</p> <p>(2) All teachers will be provided with ongoing support and training in how to use the instructional frameworks (i.e., The Daily 3 for all grades).</p> <p>(3) 2 times a year Smarter Balanced Interim Assessment Blocks will be administered for grades 3 through 8.</p> <p>(4) 1 time a year Smarter Balanced Interim Comprehensive Assessments and performance tasks will be administered performance tasks for grades 3 through 8.</p> <p>(5) 3-5 times a year Benchmark Assessments of student progress in academic content against specific grade-level standards and learning goals will be administered as needed for all grades.</p> <p>(6) 3 times a year, student portfolios will be reviewed by the teacher and discussed with students to show growth over time.</p>

GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners will make progress in all areas of mathematics. (2) English Learners' progress on all measurable outcomes will be monitored by the classroom teacher and principal. (3) English Learners will be supported to make progress in all areas of mathematics through effective teaching strategies for English Learners (e.g., scaffolding spiraling, purposeful planning of instruction, thematic units of students, and cooperative learning groups). (4) All English Learners will move up on their Benchmark Assessments.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (1) Socioeconomically disadvantaged students will make progress in all areas of mathematics. (2) Socioeconomically disadvantaged students' progress on all measurable outcomes will be monitored by the classroom teacher and principal. (3) Socioeconomically disadvantaged students will be supported as needed to make progress in all areas of mathematics. (4) All socioeconomically disadvantaged students will show progress on their Benchmark Assessments.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) California Assessment of Student Performance and Progress for grades 3 through 8. (2) Applicable state-mandated tests. (3) IEP annual and tri-annual meetings, when applicable. (4) SCS tri-annual State-Standards-Based Progress Report for all grades. (5) Teacher-designed rubrics and assessments of student progress will be administered frequently and as needed for all grades. (6) Teachers will conduct observations of students frequently and as needed for all grades. (7) Students self-reflect through interviews and personal journals in all grades.
SUBPRIORITY C – HISTORY-SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) Students will act and learn as historians, geographers and social scientists. (2) Students will exhibit qualities of civic pride and responsibility.

	(3) Students will learn about and interact with the state, national, and global communities.
ACTIONS TO ACHIEVE GOAL	<p>(1) Teachers will have access to the grade-level State Standards and Frameworks, be proficient with the State Standards, discuss aligning instruction to meet the standards with colleagues and attend professional development on aligning instruction to meet the State Standards.</p> <p>(2) Teachers will be provided with ongoing support and training in how to use all instructional materials (e.g., EEI).</p> <p>(3) Teachers and students will have and use appropriate curricular, instructional, and assessment materials, including textbooks, and/or workbooks, and any supplemental computer-based programs.</p>
MEASURABLE OUTCOME	<p>(1) All teachers have access to the State Standards and Framework and are using a standards-aligned curriculum.</p> <p>(2) All teachers will be provided with ongoing support and training in how to use all instructional materials (e.g., EEI).</p> <p>(3) 3 to 5 times a year Benchmark Assessments of student progress in academic content against specific grade-level standards and learning goals will be administered as needed for all grades.</p> <p>(4) 3 times a year, student portfolios will be reviewed by the teacher and discussed with students to show growth over time.</p>
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>(1) English Learners will make progress in all areas of history-science.</p> <p>(2) English Learners' progress on all measurable outcomes will be monitored by the classroom teacher and principal.</p> <p>(3) English Learners will be supported to make progress in all areas of mathematics through effective teaching strategies for English Learners (e.g., scaffolding spiraling, purposeful planning of instruction, thematic units of students, and cooperative learning groups).</p> <p>(4) All English Learners will move up on their Benchmark Assessments.</p>
GOALS AND OUTCOMES FOR	(1) Socioeconomically disadvantaged students will make progress in all areas of history-social science.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (2) Socioeconomically disadvantaged students' progress on all measurable outcomes will be monitored by the classroom teacher and principal. (3) Socioeconomically disadvantaged students will be supported to make progress in all areas of history-social science. (4) All socioeconomically disadvantaged students will show progress on their Benchmark Assessments.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) Applicable state-mandated tests. (2) IEP annual and tri-annual meetings, when applicable. (3) SCS tri-annual State-Standards-Based Progress Report. (4) Teacher-designed rubrics and assessments of student progress will be administered frequently and as needed for all grades. (5) Teachers will observe students frequently and as needed for all grades. (5) Students self-reflect through interviews and personal journals in all grades.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) Students will think and act like scientists. (2) Students will engage in hands-on exploration and scientific inquiry. (3) Students will have direct experience with the natural world. (4) Students will acquire scientific knowledge and become scientifically literate.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) Teachers will have access to the grade-level State Standards and Frameworks, be proficient with the State Standards, discuss aligning instruction to meet the Standards with colleagues and attend professional development on aligning instruction to meet the State Standards. (2) Teachers will be provided with ongoing support and training in how to use all instructional materials. (3) Teachers and students will have and use appropriate curricular, instructional and assessment materials, including textbooks and/or workbooks, and any supplemental computer-based programs.

MEASURABLE OUTCOME	<ul style="list-style-type: none"> (1) All teachers have access to the State Standards and Framework and are using a Standards-aligned curriculum. (2) All teachers will be provided with ongoing support and training in how to use all instructional materials. (3) 3 to 5 times a year Benchmark Assessments of student progress in academic content against specific grade-level standards and learning goals will be administered as needed for all grades. (1) 3 times a year, student portfolios will be reviewed by the teacher and discussed with students to show growth over time.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners will make progress in all areas of science. (2) English Learners progress on all measurable outcomes will be monitored by the classroom teacher and principal. (3) English Learners will be supported to make progress in all areas of mathematics through effective teaching strategies for English Learners (e.g., scaffolding spiraling, purposeful planning of instruction, thematic units of students, and cooperative learning groups). (4) All English Learners will move up on their Benchmark Assessments.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (1) Socioeconomically disadvantaged students will make progress in all areas of science. (2) Socioeconomically disadvantaged students' progress on all measurable outcomes will be monitored by the classroom teacher and principal. (3) Socioeconomically disadvantaged students will be supported to make progress in all areas of science. (4) All socioeconomically disadvantaged students will show progress on their Benchmark Assessments.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) Applicable state-mandated tests. (2) IEP annual and tri-annual meetings, when applicable. (3) SCS tri-annual State-Standards-Based Progress Report. (4) Teacher-designed rubrics and assessments of student progress will be administered frequently and as needed for all grades. (6) Teachers will conduct observations of students frequently and as needed for all grades.

	(5) Students self-reflect through interviews and personal journals in all grades.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	<p>(1) Students will participate in dance, music, theater, and visual arts projects.</p> <p>(2) Students will use the arts for personal expression.</p> <p>(3) Students will analyze works of art from structural, historical, and cultural perspectives.</p>
ACTIONS TO ACHIEVE GOAL	<p>(1) Teachers will have access to the grade-level State Standards and Frameworks, be proficient with the State Standards, discuss aligning instruction to meet the Standards with colleagues and attend professional development on aligning instruction to meet the State Standards.</p> <p>(2) Teachers and students will have and use appropriate curricular, instructional, and assessment materials.</p>
MEASURABLE OUTCOME	<p>(1) All teachers have access to the State Standards and Framework and are using a Standards-aligned curriculum.</p> <p>(2) All teachers provided with ongoing support and training in how to use all instructional materials.</p> <p>(3) All students will be assessed by portfolios. Presentations and performances will be assessed by checklists and rubrics frequently and as needed.</p>
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>(1) English Learners will make progress in all areas of visual and performing arts.</p> <p>(2) Teachers will ensure that directions for visual and performing activities are understood by the student.</p> <p>(3) All English Learners will be monitored and supported to make progress in visual and performing arts.</p>
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>(1) Socioeconomically disadvantaged students will make progress in all areas of visual and performing arts.</p> <p>(2) Teachers will ensure that students have equitable access and know how to use equipment and materials.</p>

	(3) Socioeconomically disadvantaged students will be supported to make progress in all areas of visual and performing arts.
METHODS OF MEASUREMENT	(1) IEP annual and tri-annual meetings, as applicable. (2) SCS tri-annual State-Standards-Based Progress Report. (3) Teachers will observe students frequently and as needed for all grades. (4) Students self-reflect through interviews and personal journals in all grades.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	(1) Students will acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle. (2) Students will learn about and participate in a variety of physical activities.
ACTIONS TO ACHIEVE GOAL	(1) Teachers will have access to the grade-level State Standards and Frameworks, be proficient with the State Standards, discuss aligning instruction to meet the Standards with colleagues and attend professional development on aligning instruction to meet the State Standards. (2) Teachers and students will have and use appropriate curricular, instructional and assessment materials.
MEASURABLE OUTCOME	(1) All students participate in Physical Education instruction. (2) All students in grades 5 and 7 will take a six-part Physical Fitness Test (PFT) that shows level of fitness.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	(1) English Learners will be monitored and supported to make progress in physical education. (2) Teachers will ensure directions for physical education activities are understood by the student. (3) All English Learners will participate and make progress in physical education.
GOALS AND OUTCOMES FOR	(1) Socioeconomically disadvantaged students will be monitored and supported to make progress in physical education.

SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (2) Teachers will ensure that students have equitable access to equipment and know how to use and care for the equipment safely. (3) All English Learners will participate and make progress in physical education.
METHODS OF MEASUREMENT	<ul style="list-style-type: none"> (1) Students in grades 5 and 7 take a six-part fitness test that shows level of fitness. (2) Teachers observe students frequently and as needed for all grades.
SUBPRIORITY G– HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) Students will learn about healthy behaviors. (2) Students will develop strategies for avoiding health-risk behaviors. (3) Students will develop the tools to have a lifetime of healthy practices.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) Teachers will be proficient with the grade-level Health Education Content Standards, and attend professional development on aligning instruction to meet the Standards.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> (1) All teachers will have access to State Standards and Framework and will be using a Standards-aligned curriculum. (2) All teachers will be provided with ongoing support and training in how to use all instructional materials (3) 3-5 times a year, students will take Benchmark Assessments as needed for all grades. (4) All students will be evaluated by teacher observations and teacher-designed rubrics and assessments of student as needed, for all grades.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners will make progress in all areas of health. (2) English Learners’ progress on all measurable outcomes will be monitored by the classroom teacher and principal. (3) English Learners will be supported to make progress in all areas of health through effective teaching strategies for English

	<p>Learners (e.g., scaffolding spiraling, purposeful planning of instruction, thematic units of students, and cooperative learning groups).</p> <p>(4) All English Learners will move up on their Benchmark Assessments.</p>
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>(1) Socioeconomically disadvantaged students will make progress in all areas of health.</p> <p>(2) Socioeconomically disadvantaged students' progress on all measurable outcomes will be monitored by the classroom teacher and principal.</p> <p>(3) Socioeconomically disadvantaged students will be supported to make progress in all areas of health.</p> <p>(4) All socioeconomically disadvantaged students will show progress on their Benchmark Assessments.</p>
METHODS OF MEASUREMENT	<p>(1) Teacher observations.</p> <p>(2) Benchmark Assessments of student progress.</p> <p>(3) Rubrics and checklists.</p> <p>(4) Self-reflection through interviews and personal journals.</p> <p>(5) IEP annual and tri-annual meetings as applicable.</p> <p>(6) SCS tri-annual State-Standards-Based Progress Report.</p>
SUBPRIORITY H – ENVIRONMENTAL SCIENCE AND SUSTAINABILITY PROGRAM	
GOAL TO ACHIEVE SUBPRIORITY	<p>(1) Students will learn how scientific knowledge can inform our appreciation of the local natural environment.</p> <p>(2) Students will understand sustainable living practices.</p> <p>(3) Students will be prepared to understand, live, and adapt in a changing climate.</p> <p>(4) Students will be prepared to think critically, engage creatively, and act with empathy toward the natural world and its inhabitants.</p>
ACTIONS TO ACHIEVE GOAL	<p>(1) Teachers will have access to the grade-level State Standards and Frameworks, be proficient with the State Standards, discuss aligning instruction to meet the Standards with colleagues and</p>

	<p>attend professional development on aligning instruction to meet the State Standards.</p> <p>(2) Teachers and students will have and use appropriate curricular, instructional and assessment materials, including manipulatives, textbooks and/or workbooks, and supplementary, and supplemental computer-based programs.</p> <p>(3) Students will engage in project-based learning.</p>
MEASURABLE OUTCOME	<p>(1) All teachers have access to the State Standards and Framework and are using a Standards-aligned curriculum.</p> <p>(2) All teachers will be provided with ongoing support and training in how to use all instructional materials.</p> <p>(3) 3 to 5 times a year Benchmark Assessments of student progress in academic content against specific grade-level standards and learning goals will be administered as needed for all grades.</p>
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<p>(1) English Learners will make progress in all areas of the environmental science and sustainability program.</p> <p>(2) English Learners will be supported by the classroom teacher and the principal to make progress in all areas of the environmental science and sustainability program.</p> <p>(3) All English Learners will make progress on all measurable outcomes and will be monitored by the classroom teacher and principal.</p>
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<p>(1) Socioeconomically disadvantaged students will make progress in all areas of the environmental science and sustainability program.</p> <p>(2) Socioeconomically disadvantaged students will be supported by the classroom teacher and principal to make progress in all areas of the environmental science and sustainability program.</p> <p>(1) Socioeconomically disadvantaged students will make progress on all measurable outcomes and will be monitored by the classroom teacher and principal.</p>
METHODS OF MEASUREMENT	<p>(1) Teacher observations.</p> <p>(2) Benchmark Assessments of student progress, as applicable.</p> <p>(3) Rubrics and checklists.</p> <p>(4) Self-reflection through interviews and personal journals.</p>

SUBPRIORITY I – CULTURAL LITERACY PROGRAM & SPANISH-LANGUAGE ACQUISITION	
GOAL TO ACHIEVE SUBPRIORITY	<ul style="list-style-type: none"> (1) Students will develop multicultural literacy, thoughtfulness, and understanding. (2) Students will be motivated and prepared to pursue further study in Spanish. (3) Students will acquire conversational skills in Spanish. (4) Students will develop an understanding of how language and culture are dependent upon one another.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> (1) Teachers will use a thematic curriculum. (2) Teachers will be proficient with the grade-level World Languages Standards and attend professional development on aligning instruction to meet the standards. (3) Teachers and students will have appropriate curricular, instructional, and assessment materials.
MEASURABLE OUTCOME	<ul style="list-style-type: none"> (1) All students make progress toward Spanish-language skills. (2) All students participate in cultural literacy program.
GOAL AND OUTCOMES FOR ENGLISH LEARNERS	<ul style="list-style-type: none"> (1) English Learners will be monitored and supported to make progress in the cultural literacy program and Spanish-language acquisition. (2) Teachers will encourage English Learners to act as peer mentors. (3) Teachers will provide enrichment in the form of writing, grammar and vocabulary activities. (4) All English Learners will make progress on all measurable outcomes and will be monitored by the classroom teacher and principal.
GOALS AND OUTCOMES FOR SOCIOECONOMICALLY DISADVANTAGED STUDENTS	<ul style="list-style-type: none"> (1) Socioeconomically disadvantaged students will be monitored and supported to make progress in the cultural literacy program and Spanish-language acquisition. (2) Socioeconomically disadvantaged students will be supported by the classroom teacher and principal to make progress in all areas of the cultural literacy program.

	(3) All socioeconomically disadvantaged students will make progress on all measurable outcomes and will be monitored by the classroom teacher and principal.
METHODS OF MEASUREMENT	(1) Teacher observations. (2) Benchmark Assessments of student progress, as applicable. (3) Rubrics and checklists. (1) Self-reflection through interviews and personal journals.

Additional Methods of Assessment

Summit Charter School’s educational program is aligned with State Standards. As required by state law, Summit Charter School will administer the following assessments annually:

California Assessment of Student Performance and Progress (“CAASPP”):

- Smarter Balanced Summative Assessments for English Language Arts/literacy and mathematics in grades three through eight.
 - Smarter Balanced Interim Assessment Blocks (“IABs”) will be administered at least 2 times a year.
 - Smarter Balanced Interim Comprehensive Assessments (“ICAs”) and performance tasks will be administered at least 1 time a year.
- California Science Test (“CAST”) in grades five and eight.

Physical Fitness Test (“PFT”)

- Students in grades five and seven take a six-part fitness test that shows level of fitness

English Language Proficiency Assessments for California:

- Students in Transitional Kindergarten to eighth grade whose primary language is a language other than English.
- Aligned with the 2012 California English Language Development Standards.
- Consists of two separate English Language Proficiency (“ELP”) assessments:
 - The Initial Assessment for the initial identification of students as English Learners.
 - The Summative Assessment to determine a student’s annual progress in learning English and to identify the student's level of ELP.

Summit Charter School believes that information is power, and the better prepared teachers are with assessment data, the more effective they will be in the classroom. During the Charter School’s first year, the principal, in collaboration with the Learning Council, will create a guide for the use and frequency of assessments.

Types of assessments to be used on a continuous basis throughout the school year are:

- Diagnostic Assessments.
 - Diagnostic assessment can help identify students' current knowledge of a subject, skill sets and capabilities in order to guide instruction and best meet the students' needs.
 - Examples of Diagnostic Assessments:
 - Pre-tests (on content and skills).
 - Self-assessments (identifying strengths, weaknesses, and areas of improvement).
 - Interviews (brief interviews with students).
- Formative Assessments including Benchmark Assessments
 - Formative assessment can provide feedback and information during the instructional process while learning is taking place. These assessments act as a gauge to assess students' learning progress and to determine teaching effectiveness.
 - Examples of Formative Assessments:
 - Observations during class activities
 - Question-and-answer sessions, both formal and spontaneous
 - Unit quizzes
 - Conferences between the teacher and student
 - Portfolios (in-progress)
 - Journals (in-progress).
 - Student self-reflection.
- Summative Assessments including Benchmark Assessments
 - Summative assessment takes place after learning has been completed and provides data and feedback. When used to assess student work and performance, rubrics will be aligned to the State Standards to guide students' work and create objective grading.
 - Examples of Summative Assessments
 - Unit Tests
 - Research Papers
 - Projects
 - Portfolios (showcase)
 - Dramatic Performances
 - Oral Presentations
 - Journals (Final)
 - Reading Logs

During all phases of assessment, it is critical that teachers are well-organized and knowledgeable of the developmental stages of learning. Instruction and grouping are informed by the assessments the teacher and support staff have collected about the students' achievement. Using authentic forms of assessment such as portfolios, journals, reflections, responses, and conferencing will keep teachers apprised of students' thinking and understanding and involve students in the process.⁵⁶

⁵⁶ Leier, Marion. "The Multiage Classroom." Multiage Education. Russell Yeats. 2006. <http://multi-age-education.com/multi-agen-b/themulticlass.html>.

Element D: Governance Structure

Governing Law

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

Education Code Section 47605(b)(5)(D).

SCS will be a directly funded independent charter school and will be operated as a California non-profit public benefit corporation, pursuant to California law, upon approval of this charter.

SCS will operate autonomously from the ~~District~~^{VCOE}, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the ~~District~~^{VCOE} and SCS. Pursuant to California Education Code Section 47604(d), the ~~District~~^{VCOE} shall not be liable for the debts and obligations of SCS, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by SCS as long as the ~~District~~^{VCOE} has complied with all oversight responsibilities required by law.

Attached please find the Articles of Incorporation as Exhibit H, Bylaws as Exhibit I, and Conflict of Interest Code as Exhibit J

Board of Directors

The nonprofit will be governed by a nonprofit Board of Directors (“Board,” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The number of directors shall be no fewer than three (3) and no more than nine (9), unless changed by amendments to the bylaws. The Board composition shall include at least two (2) parents of students currently enrolled in the Charter School. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors at the corporation’s annual meeting of the Board of Directors. Except for the initial Board of Directors, members shall serve a term of four (4) year(s) and until a successor director has been designated and qualified. Anticipated terms for the initial Board of Directors shall be staggered with approximately half of the members serving two-year terms and approximately half serving four-year terms.

Figure D.1 provides the names, expertise, and term lengths of the initial Board of Directors. Subsequent board members may be appointed at public meetings as outlined by the Bylaws.

Figure D.1 Initial Board of Directors

Name	Expertise	Term
Thea Wilcox	Business	4
Paul Royle	Educator	4
Teresa Zamora	Administrative	2
Andy Gilman	Non-Profit Governance	4
Nina Neulight	Educator	2
Kimberly Rivers	Non-Profit Leadership	2

Copies of Board members' résumés are included as Exhibit B.

Board Meetings and Duties

The Board of Directors will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of SCS including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the principal.
- Approve all contractual agreements.
- Approve and monitor the implementation of general policies of SCS. This includes effective human resource policies for career growth and compensation of the staff.
- Approve and monitor the SCS's annual budget and budget revisions.
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of SCS in accordance with applicable laws and the receipt of grants and donations consistent with the mission of SCS.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.

- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance.
- Involve parents and the community in school-related programs.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Engage in ongoing strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Review requests for out-of-state or overnight field trips.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the ~~District~~^{YCOE} for consideration.
- Approve annual independent fiscal audit, and LCAP.
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or pre-empted by any law and which are not in conflict with this charter or the purposes for which schools are established.

SCS and the Board shall comply with the Brown Act.

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, and Corporations Code conflicts of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations applicable in the future. As noted above, the Conflict of Interest Code is attached as Exhibit J. As required by the Political Reform Act, the Conflict of Interest Code will be submitted to the proper code-reviewing body for approval.

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 SCS any of those duties with the exception of budget approval or revision, approval of the fiscal audit, 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 conduct an annual in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, Conflicts of Interest and the Brown Act.

The Principal

The principal will be the instructional leader of SCS. The principal will ensure that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the Charter School. The principal reports directly to the Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School. The principal will be assigned to perform tasks to ensure the Charter School enacts its mission and achieves its stated goals and objectives. The principal will communicate and report to the Board of Directors as needed.

The principal shall perform assigned tasks as directed by the Board of Directors and shall be required to undertake some or all of the tasks detailed below. These tasks shall include, but are not limited to, the following:

- Ensure SCS enacts its mission and vision.
- Hire, supervise, evaluate, discipline, and dismiss teachers and staff.
- Communicate and report to the Board of Directors.
- Oversee school finances to ensure financial stability.
- Initiate, participate in, and oversee fundraising for SCS.
- Participate in and develop professional development workshops as needed.
- Serve or appoint a designee to serve on any committees of SCS.

- Interview and recommend employee hiring, promotion, discipline, and/or dismissal.
- Ensure compliance with all applicable state and federal laws and help secure local grants.
- Communicate with parents, recruit new families and students, and assure families of academic growth.
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors.
- Complete and submit required documents as requested or required by the charter and/or Board of Directors and/or the ~~District~~ ^{VCOE}.
- Identify the staffing needs of the school and offer staff development as needed.
- Maintain up-to-date financial records.
- Ensure that appropriate evaluation techniques are used for both students and staff.
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher-credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables.
- Hire qualified substitute teachers as needed.
- Ensure the security of the school building.
- Promote SCS in the community and promote positive public relations and interact effectively with media.
- Encourage and support teacher professional development.
- Attend ~~District~~ ^{VCOE} administrative meetings upon request by the ~~District~~ ^{VCOE} and stay in direct contact with the ~~District~~ ^{VCOE} regarding changes, progress, etc.
- Attend meetings with the Chief Financial Officer of the ~~District~~ ^{VCOE} on fiscal oversight issues as requested by the ~~District~~ ^{VCOE}.
- Provide all necessary financial reports as required for proper attendance reporting.
- Develop the SCS annual performance report, SARC, and LCAP.
- Manage student discipline and, as necessary, implement the suspension and expulsion process.

- Participate in IEP meetings as necessary.

School Governance

Summit Charter School is committed to engaging parents, teachers and students and empowering them to shape and guide the governance of the Charter School. There will be two parents of current Summit Charter School students on the Board of Directors. Annually, the Charter School will engage parental input in the LCAP. In addition, parents will have representation through the Parent Teacher Organization. Teachers will participate in the Learning Council and influence the implementation of the educational program and annual professional development goals. Students will also be involved by serving on Summit Student Council to give voice to student concerns and interests, and guide all school projects and recreational activity choices.

Parent Teacher Organization

At Summit Charter School, parent participation is a keystone of our learning environment. A Parent Teacher Organization (“PTO”), fully governed by parents, will be formed and operate as an integral part of the operations of the Charter School to ensure accountability for all Summit Charter School families and offer them a platform for participation and to be included in decision-making.

The PTO board will be made up of a minimum of five and a maximum of nine parents of current students at SCS, one teacher representative and the principal. Responsibilities of the PTO will include, but are not limited to:

- Bringing ideas, requests, and feedback from the larger parent community to PTO meetings.
- Planning and implementing annual fundraisers.
- Addressing any issues in the parent culture.
- Participating in parent education in conjunction with SCS staff.
- Planning annual parent outreach events in conjunction with SCS staff.
- Tracking parent participation and planning new ways to engage parents.

Learning Council

The Learning Council (“LC”) is composed of all full-time classroom-based teachers and the principal. The creation of the LC develops a collaborative teacher culture and promotes responsibility and engagement in SCS teachers and the principal. This entity will have authority over the administration of Summit Charter School’s educational program. Responsibilities include but are not limited to:

- Generating and implementing policies and decisions regarding curriculum design educational methodology, and learning outcomes.
- Selecting resources and materials.
- Aligning State Standards and curriculum across the grade levels.
- Recommending expenditures that support the instructional program to the Parent

Teacher Organization and the Board.

- Collaboratively creating the school calendar of events and activities.
- Selecting, designing, and implementing ongoing assessments and student evaluations in alignment with State Standards.
- Observing colleagues and providing feedback.
- Conducting parent education training and workshops.
- Identify the instructional priority for professional development for the school year.

Summit Student Council

The Summit Student Council (“SSC”) will be made up of a minimum of five and a maximum of nine current students, and the principal. The SSC will be elected by peers and be involved with aspects of Charter School governance. In line with the Charter School’s commitment to civic responsibility, SCS will engage students in participating in student council to understand the process for decision making in our democratic system. In addition, students will learn leadership, problem-solving and teamwork. Responsibilities include but are limited to:

- Bringing ideas, requests, and feedback from the larger student community to the meetings.
- Creating school-wide sustainability project initiatives and goals to be presented to the PTO and Board.
- Picking from available recreational activities and enrichment classes for after school.
- Planning school events and helping with fundraisers.
- Developing an annual plan for community outreach.
- Planning community service activities.

Element E: Employee Qualifications

Governing Law

*The qualifications to be met by individuals to be employed by the charter school.
Education Code Section 47605(b)(5)(E).*

General Qualifications

Qualifications of School Employees

All individuals employed by Summit Charter School possess the characteristics, knowledge, and qualifications identified in posted job descriptions.

Principal

Candidates for this position will possess:

- Teaching Credential and a minimum of five years teaching experience
- Master's Degree or higher
- Background, knowledge, experience, and/or expertise in multi-age/progressive/constructivist education methodologies
- Knowledge of curriculum development
- Collaborative leadership skills
- Bilingual English/Spanish Fluency (a preferred skill, not required)
- Valid California Special Education Credential (preferred, not required)
- Knowledge of charter school finance, budget, and/or business operations

Teachers

The teacher-selection procedure does not discriminate on the basis of the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. SCS complies with Education Code Section 47605(l) as amended by Assembly Bill 1505 (2019) ⁵⁷, which states in pertinent part:

⁵⁷ If AB 1505 is not chaptered on or before January 1, 2020, Education Code Section 47605(l), as it read on September 17, 2019 shall replace the paragraph that follows. This change by reference shall in no way be considered an amendment or revision of the charter.

Teachers in charter schools shall be required to hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by the chartering authority. A governing body of a direct-funded charter school may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in accordance with all of the requirements of the applicable statutes or regulations in the same manner as a governing board of a school district. A charter school shall have authority to request an emergency permit or a waiver from the Commission on Teacher Credentialing for individuals in the same manner as a school district.

Teachers (Certificated Personnel)

Candidates interested in teaching at the Charter School must possess the following:

- Bachelor's degree
- A valid California teaching credential consistent with the teacher's certificated assignment
- CLAD or BCLAD certification, or other EL authorization

In addition, teachers who desire a position with Summit Charter School must:

- Have background, knowledge, experience, and/or expertise in progressive/constructivist education methodologies.
- Be willing to work collaboratively with parents in classroom and community; open to the concept of community as classroom.
- Show enthusiasm and ability to collaborate effectively with other teachers at classroom and school levels.
- Be willing to participate in professional development opportunities, and to engage in continuous reflection on the goals and methods of education.
- Be willing to work beyond the parameters of a regular school day to ensure the success of the program.
- Be skilled at using project-based, structured cooperative learning strategies; integrated thematic units; multicultural education; conflict resolution; and an effective teaching approach.
- Be knowledgeable about educational psychology, particularly constructivist learning strategies and the work of Dewey, Piaget and Vygotsky.

Part-time, temporary, or short-term personnel may be employed directly by SCS. The Board of Directors, based on the recommendations of the principal and the needs to be filled, will determine the qualifications and educational experience for these persons.

SCS may employ non-credentialed instructors and specialists to the extent permitted by applicable state and federal law. Their role is to directly provide and/or assist credentialed teachers with the means and the atmosphere that enable students to learn.

Substitutes

SCS uses certificated substitute teachers for teaching and qualified non-certificated substitutes as substitutes to fill non-certificated positions.

Office Manager

Candidates interested in the Office Manager position for Summit Charter School must possess the following qualifications:

- Experience and knowledge of office systems, including but not limited to phone, fax, computer, and printer.
- Excellent organizational skill.
- Excellent oral and written communication skills.
- Excellent interpersonal skills.
- A willingness to promote the mission and the vision of Summit Charter School, including participating in ongoing education of effective communication and philosophical practices.
- A willingness to learn new things and be part of a learning organization.
- Experience in business finance (a preferred skill, not required).
- Basic or fluent Spanish-language skills (a preferred skill, not required).

Paraeducators

SCS employs paraeducators to work under the general direction of a classroom/special-education teacher to assist in the education of students, including management of student behavior. Paraeducators must possess a bachelor's degree or an associate degree. Experience working with special-needs students in a full-inclusion environment is preferred. All paraprofessionals meet the qualification requirements of applicable provisions of the Elementary and Secondary Education Act.

Element F: Health and Safety Procedures

Governing Law

The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.

Education Code Section 47605(b)(5)(F).

In order to provide safety for all students and staff, the Board of Directors will adopt and implement full health and safety procedures and risk management policies at the school site in consultation with its insurance carriers and risk management experts. These procedures will be incorporated into SCS's student and employee handbooks and will be reviewed on an ongoing basis by the principal and Board of Directors. SCS shall ensure that staff are trained annually on the health and safety policies.

The following is a summary of the health and safety policies and procedures of SCS:

Procedures for Background Checks

Employees and contractors of SCS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The principal shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board president shall monitor the fingerprinting and background clearance of the principal. 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 employees will be mandated child-abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the ~~District~~^{VCOE}. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Faculty and volunteers who have frequent or prolonged contact with students will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All enrolled students who receive classroom-based instruction and employees will be required to provide records documenting immunizations as is required at all public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students shall be immunized with a pertussis (whooping cough) vaccine booster.

Medication in School

SCS will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. SCS will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by SCS.

Diabetes

SCS 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:

- A description of Type 2 diabetes.
- A description of the risk factors and warning signs associated with Type 2 diabetes.

- 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.
- A description of treatments and prevention methods of Type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Suicide-Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Prevention of Human Trafficking

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Feminine Hygiene Products

If the Charter School meets the 40% federal pupil poverty threshold, the Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once pursuant to the California Healthy Youth Act (Education Code Section 51930, et seq.).

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- Child-abuse reporting procedures.
- Routine and emergency disaster procedures.
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations.
- Procedures to notify teachers of dangerous students pursuant to Education Code Section 49079.
- A discrimination and harassment policy consistent with Education Code Section 200.
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel,” if applicable.
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School.
- A safe and orderly environment conducive to learning.
- Procedures for conducting tactical responses to criminal incidents.

Emergency Preparedness

SCS shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency-preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Staff shall be provided training on emergency response, including appropriate “first-responder” training or its equivalent.

Bloodborne Pathogens

SCS shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne viruses, including 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.

Drug-Free, Alcohol-Free, Smoke-Free Environment

SCS shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

SCS 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 Building Standards Code. SCS agrees to 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. SCS shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Discrimination and Harassment Policies and Procedures

SCS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. SCS shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at SCS (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 SCS's anti-discrimination and harassment policies.

Bullying Prevention

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

Element G: Racial and Ethnic Balance

Governing Law

The means by which the charter 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 district to which the charter petition is submitted.

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

SCS anticipates that the Charter School will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within the District, SCS will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. SCS will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist us in our overall recruiting efforts. SCS is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed.

SCS will engage in the following outreach activities, which are detailed further in our Outreach and Recruitment Plan in Exhibit K.

Marketing Materials

Designed fliers and distributed informational materials to appeal to various racial and ethnic groups within the District. Fliers will be distributed at local markets, coffee shops, libraries, community centers, places of worship, middle schools, and businesses. Materials will be developed in English, Spanish, and any other common languages in the target neighborhood.

Host Community Events

SCS will host 3 to 5 community events during the 2019-20 school year in preparation for Charter School opening in August 2020. Events will include a meet-and-greet with parents who have shown interest, which will include an overview of the Charter School, and question and answers, an open house at the school site open to parents and community members, and other similar promotional activities.

Advertising

SCS will advertise in the local newspapers, including the Ojai Valley News, Ventura County Star and Santa Paula Times. The Charter School will update its current website and digital newsletter. SCS will issue a press release and invite every news organization in Ventura County to cover proposed community events. The Charter School will continue to issue press releases, advertise in newspaper publications and radio stations as funding allows. SCS will also advertise in local publications specific to the target community. SCS is in the process of identifying a possible area in the target community where we can hang a sign or banner advertising the Charter School.

Attend and Establish Presence at Community Events

SCS will make significant efforts to establish visibility in the community. The Charter School founding team members plan to attend community events, such as Ojai's Mexican Festival and Santa Paula's Art and Jazz Festival to ignite interest about the Charter School. SCS will also set up information tables/booths in high-traffic and high-visibility areas during well-attended local and regional community events in Ojai and Santa Paula.

Establish Partnerships with Community Organizations

SCS will explore potential partnerships within the local and regional communities inclusive of our community colleges and business sector.

Social Media and Online Advertising

SCS has designed a website for interested parents and community members to visit to learn more about the Charter School. Charter School also has a Facebook page and will continue to stay up to date with social media platforms.

In addition, the Charter School intends to establish an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population.

Ongoing Recruitment Efforts

Following the first year of enrollment, SCS will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. The budget includes financial resources allocated to outreach efforts. SCS will furnish the ~~District~~ ^{VCOE} annual documentation of ongoing recruitment and outreach efforts.

Element H: Admission Policies and Procedures

Governing Law

Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).

Education Code Section 47605(b)(5)(H).

SCS will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

SCS shall admit all pupils who wish to attend SCS. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. SCS will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the school website, outlining the requirements of Section 47605(d)(4) and make this notice available to parents.

The SCS admission process is composed of the following:

Completion of a student application form, providing basic contact information, grade level, and identification of any admission preferences (see below). The Charter School shall not request a

pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

After admission, students are required to submit an enrollment packet, which shall include the following:

- Enrollment Form
- Proof of immunization
- Proof of withdrawal from previous school (if applicable)
- Home Language Survey
- Completion of emergency medical information form
- Proof of minimum age requirements
- Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the school 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. In the event that this happens, SCS will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed enrollment in the following school year.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings of students admitted to or attending SCS.
2. Children of SCS teachers, staff, Board, and founders identified in the initial charter (not to exceed 10% of SCS's enrollment).
3. Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school in which the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program).
4. Residents of the District.
5. All other students.

The Charter School and the ^{VCOE}~~District~~ agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on SCS's website.

Public Random Drawing Procedures

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

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 lottery. This wait-list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait-list carry over to the following school year.

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

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Element I: Annual, Independent Financial Audits

Governing Law

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.
Education Code Section 47605(b)(5)(I).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Board of Directors 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~~^{VCOE}, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the ~~District~~^{VCOE} describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the ~~District~~^{VCOE} along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

Element J: Pupil Suspension and Expulsion Procedures

Governing Law

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

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

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

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

Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at SCS. In creating this policy, SCS has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The

language that follows closely mirrors the language of Education Code Section 48900 *et seq.* SCS is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as SCS's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. SCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The SCS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this policy and procedures are available on request at the principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom SCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. SCS will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom SCS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request

a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Procedures

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses

Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

(1) This section shall apply to pupils in any of grades 4 to 12, inclusive.

- l) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or

- pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.

Non-Discretionary Suspension Offenses

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

Discretionary Expellable Offense

Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes,

- smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
 - n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
 - o) Engaged in, or attempted to engage in, hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
 - p) Made terrorist threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
 - q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to

- create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses

Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the principal or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or SCS employee who referred the student to the principal or designee.

The conference may be omitted if the principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or SCS personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with SCS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If SCS officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the principal or designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil’s parents, unless the pupil and the pupil’s parents fail to attend the conference.

This determination will be made by the principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Expulsion Procedures

Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Board of Directors following a hearing before it, or by the Board of Directors upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Governing Board shall make the final decision.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing.
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
- A copy of SCS's disciplinary rules which relate to the alleged violation.

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at SCS to any other school district or school to which the student seeks enrollment;
- The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney adviser.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

SCS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by SCS or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- SCS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less-intimidating environment for the complaining witness.
- The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- If one or both of the support persons is also a witness, SCS must present evidence that the witness' presence is both desired by the witness and will be helpful to SCS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
- Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
- Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with SCS.

The principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student.

Disciplinary Records

SCS shall maintain records of all student suspensions and expulsions at SCS. Such records shall be made available to the authorizer upon request.

No Right to Appeal

The pupil shall have no right of appeal from expulsion from SCS as the Board's decision to expel shall be final.

Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. SCS shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from SCS shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to SCS for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or SCS shall be in the sole discretion of the Board following a meeting with the principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon SCS's capacity at the time the student seeks readmission.

Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

Notification of SELPA

SCS shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who SCS or the SELPA would be deemed to have knowledge that the student had a disability.

Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, SCS, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If SCS, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If SCS, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the SCS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- Return the child to the placement from which the child was removed, unless the parent and SCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If SCS, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then SCS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or SCS believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or SCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting unless the parent and SCS agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

Special Circumstances

SCS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 team.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated SCS's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if SCS had knowledge that the student was disabled before the behavior occurred.

SCS shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to SCS supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- The parent has requested an evaluation of the child.

- The child's teacher, or other SCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other SCS supervisory personnel.

If SCS knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If SCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. SCS shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by SCS pending the results of the evaluation.

SCS shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Employee Retirement Systems

Governing Law

The manner by which staff members of the charter school will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.
Education Code Section 47605(b)(5)(K)

Certificated employees at SCS shall participate in State Teachers' Retirement System. Full-time non-certificated employees shall participate in the federal social security system and a 401(k) match retirement program option. SCS shall inform all applicants for positions within SCS of the retirement system options for employees of SCS. The principal shall be responsible for ensuring that appropriate arrangements for retirement coverage are made for all employees.

Element L: Public School Attendance Alternatives

Governing Law

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

Education Code Section 47605(b)(5)(L).

No student may be required to attend SCS. Students who reside within the District who choose not to attend SCS may attend school within the District according to District policy or at another school district or school within the District through the District's intra-and inter-district policies. Parents and guardians of each student enrolled in SCS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in SCS, except to the extent that such a right is extended by the local education agency.

Element M: Employee Return Rights

Governing Law

The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at SCS. Employees of the ~~District~~ ^{VCOE} who choose to leave the employment of the ~~District~~ ^{VCOE} to work at SCS will have no automatic rights of return to the ~~District~~ ^{VCOE} after employment by the Non-Profit unless specifically granted by the ~~District~~ ^{VCOE} through a leave of absence or other agreement. Non-Profit employees shall have any right upon leaving the ~~District~~ ^{VCOE} to work at SCS that the ~~District~~ ^{VCOE} may specify, any rights of return to employment in a school district after employment at SCS that the ~~District~~ ^{VCOE} may specify, and any other rights upon leaving employment to work at SCS that the ~~District~~ ^{VCOE} determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the ~~District~~ ^{VCOE} or any other school district will not be transferred to SCS. Employment by the Non-Profit provides no rights of employment at any other entity, including any rights in the case of closure of SCS.

Element N: Dispute Resolution Procedures

Governing Law

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

Education Code Section 47605(b)(5)(N).

Disputes Between SCS and the ~~District~~ VCOE

SCS recognizes that it cannot bind the ~~District~~ VCOE to a dispute resolution procedure to which the ~~District~~ VCOE does not agree. The following policy is intended to provide a prompt resolution of disputes related to provisions of the SCS charter. The policy is intended as a starting point for a discussion of dispute resolution procedures. SCS is willing to consider changes to the process outline below as suggested by the ~~District~~ VCOE.

SCS and the ~~District~~ VCOE are encouraged to attempt to resolve any disputes with the ~~District~~ VCOE amicably and reasonably without resorting to formal procedures.

In the event of a dispute between SCS and the ~~District~~ VCOE, SCS staff, employees and Board members and the ~~District~~ VCOE agree to first frame the issue in written format (“dispute statement”) and to refer the issue to the ~~District~~ VCOE Superintendent and Principal or their respective designees. In the event that the ~~District~~ VCOE Board of Education believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, SCS requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the ~~District~~ VCOE 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~~ VCOE’s ability to proceed with revocation in accordance with Education Code Section 47607.

The principal or designee and ~~District~~ VCOE superintendent or designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (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, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the superintendent and principal, or their respective designees, shall meet to jointly identify a neutral third-party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the superintendent and the principal, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute

statement. The costs of the mediator shall be split equally between the ~~District~~ ^{VCOE} and SCS. 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~~ ^{VCOE} and SCS.

Internal Disputes

SCS shall have an internal dispute resolution process to be used for all internal disputes related to SCS's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at SCS will be provided with a copy of SCS's policies and internal dispute resolution process. The ~~District~~ ^{VCOE} will refer all disputes not related to a possible violation of the Charter or law to SCS.

Element O: Closure Procedures

Governing Law

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

Education Code Section 47605(b)(5)(O).

Closure of SCS will be documented by official action of the Board. The action will identify the reason for closure. The official action will also identify the principal as the person responsible for closure-related activities.

The Charter School will promptly notify parents and students of SCS, the District, the Ventura County Office of Education, SCS's SELPA, the retirement systems in which SCS's employees participate (e.g., 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/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

SCS will ensure that the notification to the parents and students of SCS of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close SCS.

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

As applicable, SCS will provide parents, students and the ~~District~~ ^{VCOE} with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232(g). SCS will ask the ~~District~~ ^{VCOE} to store original records of SCS students. All student records of the SCS shall then be transferred to the ~~District~~ ^{VCOE} upon SCS closure. If the ~~District~~ ^{VCOE} will not or cannot store the records, SCS shall work with the Ventura County Office of Education to determine a suitable alternative location for storage.

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

As soon as reasonably practical, SCS will prepare final financial records. SCS will also have an independent audit completed within six months after closure. SCS will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by SCS and will be provided to the ~~District~~ ^{VCOE} promptly upon its 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 SCS.

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

On closure of SCS, all assets of SCS, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending SCS, remain the sole property of the Non-Profit and, upon the dissolution of the Non-Profit, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the ~~District~~ ^{VCOE} or ~~District~~ ^{VCOE} property will be promptly returned upon SCS closure to the ~~District~~ ^{VCOE}. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the nonprofit shall remain solely responsible for all liabilities arising from the operation of SCS.

As SCS is operated by a nonprofit public benefit corporation, should the corporation dissolve with the closure of SCS, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Exhibit L, SCS will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Miscellaneous Charter Provisions

Budget and Financial Reporting

Governing Law

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

Education Code Section 47605(g).

Attached, as Exhibit L please find the following documents:

- Budget narrative.
- A projected first year budget including startup costs.
- Cash flow and financial projections for the first three years of operation.

These documents are based upon the best data available to the SCS petitioners at this time.

SCS shall provide reports to the ~~District~~^{VCOE} and Ventura County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the ~~District~~^{VCOE}:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, an LCAP and an annual update to the LCAP required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of SCS's annual, independent financial audit report for the preceding fiscal year shall be delivered to the ~~District~~^{VCOE}, State Controller, California Department of Education and the Ventura County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

- September 15, a final unaudited report for the full prior year. The report submitted to the ~~VCOE District~~ shall include an annual statement of all receipts and expenditures for the preceding fiscal year.

SCS will provide reporting to the ~~VCOE District~~ as required by law and as requested by the ~~VCOE District~~ including but not limited to the following: California Basic Educational Data System (“CBEDS”), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (“SARC”), and the LCAP.

SCS agrees to and submits to the right of the ~~VCOE District~~ to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, SCS shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the ~~VCOE District~~.

Insurance

SCS shall acquire and finance general liability, workers’ compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the ~~VCOE District~~ and SCS’s insurer. The ~~VCOE District~~ Board of Education shall be named as an additional insured on all policies of SCS. Prior to opening, SCS will provide evidence of the above insurance coverage to the ~~VCOE District~~.

Administrative Services

Governing Law

*The manner in which administrative services of the charter school are to be provided.
Education Code Section 47605(g).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

At any time, the Charter School may discuss the possibility of purchasing administrative services from the ~~VCOE District~~. If the ~~VCOE District~~ is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between the Charter School and the ~~VCOE District~~ and subject to ~~VCOE District~~ availability and willingness to provide such services.

Facilities

Governing Law:

The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.
Education Code Section 47605(g).

Summit Charter School intends to operate out of the site formerly known as Summit Elementary School at 12525 Ojai Santa Paula Road, Ojai, California 93023. The Summit Elementary School site currently includes five classrooms, multi-purpose room, office, kitchen, and a playground.

Petitioners shall collaborate with the District to secure the Summit Elementary School site or another suitable facility. Nothing in this Section shall be interpreted to be a waiver of the Charter School's right to request facilities pursuant to Education Code Section 47614 ("Prop. 39"). Any facilities secured by the Charter School shall comply with the Field Act or California building standards code.

Transportation

SCS will not provide transportation to and from school, except as required by law.

Attendance Accounting

SCS will implement an attendance recording and accounting system to ensure contemporaneous record keeping, which complies with state law.

Oversight

Pursuant to California law, the ^{VCOE}~~District~~ will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the ^{VCOE}~~District~~ may charge for the actual costs of supervisorial oversight of SCS not to exceed one percent (1%) of the revenue of SCS. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Potential Civil Liability Effects

Governing Law

*Potential civil liability effects, if any, upon the charter school and upon the school district.
Education Code Section 47605(g).*

SCS shall be operated as a California nonprofit public benefit corporation. 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 Education Code Section 47604(d), an entity that grants a charter to a charter school operated as a nonprofit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. SCS shall work diligently to assist the ~~District~~^{VCOE} in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other ~~District~~^{VCOE}-requested protocol to ensure the ~~District~~^{VCOE} shall not be liable for the operation of SCS.

Further, SCS intends to enter into a memorandum of understanding with the ~~District~~^{VCOE}, wherein SCS shall indemnify the ~~District~~^{VCOE} for the actions of SCS under this charter.

The corporate bylaws of the nonprofit shall provide for indemnification of the Board, officers, agents, and employees, and SCS 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~~^{VCOE} and SCS's insurance company for schools of similar size, location, and student population. The ~~District~~^{VCOE} shall be named an additional insured on the general liability insurance of SCS.

The Board of Directors will institute 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 for the establishment of SCS, the ~~District~~^{VCOE} 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 SCS petitioners are eager to work independently, yet cooperatively with the ~~District~~^{VCOE} to establish the highest bar for what a charter school can and should be. To this end, the SCS petitioners pledge to work cooperatively with the ~~District~~^{VCOE} to answer any concerns concerning this Charter and to present the ~~District~~^{VCOE} with the strongest possible proposal requesting a five-year term to begin operation in July 2020.