Charter Petition for
Summit Charter Middle School
October 2013

Submitted by:
Eduardo Rodriguez
Mary E. Henschel

Board members:
Paul Vieyra, President
Vahe Markarian, Vice President
Alia Haddad, Secretary
Juan Carlos Serrano, Treasurer
Sandra Quintanilla, Board Member

Submitted To:
Los Angeles Unified School District
Innovation & Charter Schools Division
Los Angeles, CA. 92333
# Table Of Contents

**ELEMENT 1** ............................................................... 28
Whom the School is Attempting to Educate ................................... 31
How Learning Best Occurs ......................................................... 34
Students with Special Needs ...................................................... 79
Special Education ................................................................. 43

**ELEMENT 2: MEASURABLE STUDENT OUTCOMES** ...................... 96
Standards Based Curriculum ..................................................... 97

**ELEMENT 3: METHODS OF ASSESSING STUDENT PROGRESS** ........ 99
Testing ................................................................................... 100

**ELEMENT 4: THE GOVERNING STRUCTURE OF THE SCHOOL** ....... 105
Audit and Inspection of Records .................................................. 110

**ELEMENT 5: EMPLOYEE QUALIFICATIONS** ............................. 113

**ELEMENT 6: HEALTH AND SAFETY** ..................................... 123

**ELEMENT 7: RACIAL AND ETHNIC BALANCE** ....................... 131

**ELEMENT 8: ADMISSION REQUIREMENTS** ............................ 134

**ELEMENT 9: FINANCIAL AND PROGRAMMATIC AUDIT** .......... 137

**ELEMENT 10: STUDENT DISCIPLINE** ................................... 141

**ELEMENT 11: RETIREMENT SYSTEM** ..................................... 155

**ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES** .... 157

**ELEMENT 13: EMPLOYEE RIGHTS** ....................................... 159

**ELEMENT 14: DISPUTE RESOLUTION** .................................... 162

**ELEMENT 15: LABOR RELATIONS** ........................................ 164

**ELEMENT 16: CHARTER SCHOOL CLOSING** .......................... 165
Element 1: Educational Program

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

The address of the Charter School is: TBD—In East Los Angeles within or near the zip code 90023.

The phone number of the Charter School is: (323) 314.2807

The Contact person for the Charter School is: Eduardo Rodriguez

The term of this charter shall be from July 1, 2014 to June 30, 2019.

The grade configuration is: 6-8.

The number of students in the first year will be 300.

The grade levels of the students the first year will be 6-7.

Summit Charter Middle School Instructional Calendar

<table>
<thead>
<tr>
<th>Days of Instruction</th>
<th>Start</th>
<th>End</th>
<th>Holidays</th>
<th>Breaks</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15 Months/Days</td>
<td></td>
<td></td>
<td>Admissions Day August 1</td>
<td>Winter</td>
</tr>
<tr>
<td>1st Semester</td>
<td>August 12, 2014</td>
<td>June 4, 2015</td>
<td>Labor Day September 1</td>
<td>Dec. 22- Jan 2, 2015</td>
</tr>
<tr>
<td>Aug - 14 Days</td>
<td></td>
<td></td>
<td>Veterans' Day November 11</td>
<td>Spring</td>
</tr>
<tr>
<td>Sept - 21 Days</td>
<td></td>
<td></td>
<td>Thanksgiving November 24-28</td>
<td>April 6- April 10</td>
</tr>
<tr>
<td>Oct - 23 days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov - 14 Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec - 15 Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Semester (January 4, 2015)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan. - 19 Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb. - 19 Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar. - 20 Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>April - 14 Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May - 20 Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June - 4 Days</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>183 Days</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCMS’s 2013-2014 daily bell schedule is as followed:

SCMS will operate on a six period schedule, with 55 minutes per class on the regular class days. Lunch, Sustained Silent Reading (SSR), Guidance Conferencing and Physical Education are provided daily using a flexible rotation schedule. Students identified for extra support will have a Focus period, in which they will work on targeted skills. In addition, students will have additional access for support through an after school homework club. The schedule provides students, on a regular day, with a total of 375 instructional minutes per day, not including the Focus periods. On Professional Development days, 315 minutes are provided. The total minutes (without extended day) is 63,720, which is beyond the annual requirement set by California Education Code sections 47612.5 and 46201(a)(3).

**Daily Bell Schedule**

<table>
<thead>
<tr>
<th>Tue. – Fri.</th>
<th>Start</th>
<th>End</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus period (extended support)</td>
<td>7:15</td>
<td>7:55</td>
<td>[40]</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; period</td>
<td>8:00</td>
<td>8:55</td>
<td>55</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; period</td>
<td>9:00</td>
<td>9:55</td>
<td>55</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:55</td>
<td>10:15</td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; period</td>
<td>10:15</td>
<td>11:10</td>
<td>55</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>11:15</td>
<td>12:10</td>
<td>55</td>
</tr>
<tr>
<td>Lunch/Conferencing/SSR (rotated w/ PE)</td>
<td>12:10</td>
<td>12:55</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>1:00</td>
<td>1:45</td>
<td>45</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>1:50</td>
<td>2:45</td>
<td>55</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>2:50</td>
<td>3:45</td>
<td>55</td>
</tr>
<tr>
<td>Homework club/Focus period (extended</td>
<td>3:45</td>
<td>4:45</td>
<td>[60]</td>
</tr>
<tr>
<td>Total instructional minutes (w/o extended</td>
<td></td>
<td></td>
<td>375</td>
</tr>
<tr>
<td>Total extended support minutes</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mon. (Professional Development Days)</th>
<th>Start</th>
<th>End</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus period (extended support)</td>
<td>7:15</td>
<td>7:55</td>
<td>[40]</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; period</td>
<td>8:00</td>
<td>8:45</td>
<td>45</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; period</td>
<td>8:50</td>
<td>9:35</td>
<td>45</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9:35</td>
<td>9:55</td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; period</td>
<td>10:00</td>
<td>10:45</td>
<td>45</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>10:50</td>
<td>11:35</td>
<td>45</td>
</tr>
<tr>
<td>Lunch/Conferencing/SSR (rotated w/ PE)</td>
<td>11:40</td>
<td>12:25</td>
<td></td>
</tr>
<tr>
<td>PE</td>
<td>12:30</td>
<td>1:15</td>
<td>45</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>1:20</td>
<td>2:05</td>
<td>45</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; period</td>
<td>2:10</td>
<td>2:55</td>
<td>45</td>
</tr>
<tr>
<td>Homework club/Focus period (extended</td>
<td>2:55</td>
<td>4:15</td>
<td>[80]</td>
</tr>
<tr>
<td>Total instructional minutes (w/o extended</td>
<td></td>
<td></td>
<td>315</td>
</tr>
<tr>
<td>Total extended support minutes</td>
<td></td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>
SAMPLE STUDENT SCHEDULE:

The following is the daily schedule for each grade level with designated content areas. The order of classes may vary.

<table>
<thead>
<tr>
<th>Period</th>
<th>6th</th>
<th>7th</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st period</td>
<td>Language</td>
<td>Mathematics</td>
<td>Elective 1</td>
</tr>
<tr>
<td>2nd period</td>
<td>Social</td>
<td>Science</td>
<td>Elective 2</td>
</tr>
<tr>
<td>3rd period</td>
<td>Mathematics</td>
<td>Elective 1</td>
<td>Language</td>
</tr>
<tr>
<td>4th period</td>
<td>Science</td>
<td>Elective 2</td>
<td>Social</td>
</tr>
<tr>
<td>Lunch/Conferencing/SSR &amp; PE rotation</td>
<td>PE</td>
<td>Lunch</td>
<td>PE</td>
</tr>
<tr>
<td>Lunch/Conferencing/SSR &amp; PE rotation</td>
<td>Lunch</td>
<td>PE</td>
<td>Lunch</td>
</tr>
<tr>
<td>5th period</td>
<td>Elective 1</td>
<td>Language</td>
<td>Mathematics</td>
</tr>
<tr>
<td>6th period</td>
<td>Elective 2</td>
<td>Social</td>
<td>Science</td>
</tr>
</tbody>
</table>

Summit Charter Middle School Goals
- To prepare students mentally and academically for the rigors of a secondary education
- To create a model system for students who are responsible and self-disciplined
- To instill a sense of pride and integrity
- To develop their strengths and strengthen their weaknesses
- To cultivate a school climate and culture that is reflective of the community
- To welcome and build relationships with parents, businesses and the general public especially those who are looking for educational alternatives but have few options.

Target Student Population
Summit Charter Middle School intends to open in August 2014 with a projected enrollment of 300 students in grades 6-7. The following year SCMS will grow to 450 students; by 2015-2016, SCMS will have a maximum enrollment of 450 students.

<table>
<thead>
<tr>
<th>School Year</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>150</td>
<td>150</td>
<td>0</td>
<td>300</td>
</tr>
<tr>
<td>2015-2016</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>450</td>
</tr>
<tr>
<td>2016-2017</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>450</td>
</tr>
<tr>
<td>2017-2018</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>450</td>
</tr>
<tr>
<td>2018-2019</td>
<td>150</td>
<td>150</td>
<td>150</td>
<td>450</td>
</tr>
</tbody>
</table>

Target Population: Whom the school is attempting to educate

SCMS will serve students of diverse racial, social, and economic backgrounds with the goal to prepare students for high school, college and/or to career. Students who live in the surrounding neighborhood are primarily Latinos. SCMS will be located in East Los Angeles, where PCPCS intends to provide support for the educational services needed in this community. The student population will reflect the ethnic diversity of the student population of LAUSD, academic achievement, skills and interests as well as ethnic and socioeconomic status.

SCMS will focus on recruiting first and second- generation immigrant students representative of
the LAUSD student population. In addition to the strong instructional programs, SCMS will provide language and multicultural programs that will help first and second generation immigrants become acclimated in the American culture while maintaining and valuing their own cultural identity.
In the following chart, five nearby LAUSD middle schools: El Sereno MS, Belvedere MS, Hollenbeck MS, Stevenson MS, and Griffith MS, are compared based on scores from 2012 and 2013. In the table, API scores are examined for all sub-groups. It is based on Growth rates for those two current years.

**Demographic Information For Prospective Site (Surrounding Schools Data)**

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API Score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/ Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of ELL Students</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>El Sereno Middle</td>
<td>1440</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>732</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>14%</td>
<td>16%</td>
<td>90%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Belvedere Middle</td>
<td>1516</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>713</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>12%</td>
<td>26%</td>
<td>97%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Hollenbeck Middle</td>
<td>1366</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>685</td>
<td>1</td>
<td>2</td>
<td>84%</td>
<td>15%</td>
<td>27%</td>
<td>97%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Stevenson Middle</td>
<td>1945</td>
<td>N</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>696</td>
<td>1</td>
<td>2</td>
<td>87%</td>
<td>12%</td>
<td>29%</td>
<td>98%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Griffith Middle</td>
<td>1431</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>724</td>
<td>2</td>
<td>3</td>
<td>100%</td>
<td>12%</td>
<td>21%</td>
<td>96%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>CHARTER SCHOOLS</td>
<td># of Students</td>
<td>Multi-Track School?</td>
<td>Program Improvement?</td>
<td>Met Schoolwide Growth Target?</td>
<td>Met all Subgroup Growth Targets?</td>
<td>API Score</td>
<td>API State Ranking</td>
<td>Similar Schools Rank</td>
<td>% Students Eligible for Free/ Reduced Lunch</td>
<td>% of Special Ed. Students</td>
<td>% of ELL Students</td>
<td>% Major Ethnicity #1</td>
<td>% Major Ethnicity #2</td>
<td>% Major Ethnicity #3</td>
</tr>
<tr>
<td>Synergy Kinetic Academy</td>
<td>466</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>804</td>
<td>6</td>
<td>9</td>
<td>96%</td>
<td>1%</td>
<td>21%</td>
<td>91%</td>
<td>8%</td>
<td>1%</td>
</tr>
<tr>
<td>Kipp LA College Prep</td>
<td>426</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>925</td>
<td>10</td>
<td>10</td>
<td>90%</td>
<td>8%</td>
<td>38%</td>
<td>98%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>
Needs and Challenges
In Los Angeles and its neighboring counties, the educational system is in crisis due to the overcrowded and poorly funded schools have made it impossible to address the individual needs of thousands of deserving students. Subsequently, these children have consistently scored far below average on standardized tests and are ill-prepared for the rigors of higher education.

The middle school years are crucial in the development of youth as this time may consist of anxiety, rebellion, and peer pressures. Further concerns involve students’ poverty and over-exposure to violence in urban areas, especially during after-school hours. Most students have been involved in gang violence, either directly or virtually just living in East Los Angeles. By the time students leave middle school many of them have mentally dropped out.

East Los Angeles has a population of 126,000 people and covers 7.9 square miles. Overall Hispanics represent 97% of the population in East Los Angeles, thus creating a relative absence of White or Asian residents.

The estimated median household income is of $34,000 income for Hispanics who live in East Los Angeles. Furthermore, according to city-data, the unemployment rate for Hispanics in East Los Angeles is of 14.2%, thus making 30% of Hispanics in East Los Angeles who live in poverty. The majority of Hispanics (47.6%) have a high school education, while only 5.8% have a bachelor’s degree or higher.

What is an Educated Person in the 21st Century?
As we begin the 21st century, we find that the world is constantly changing and more interconnected than ever before. In order to be an educated and productive member in such an environment, a person needs to possess characteristics that promote life-long learning such as, perseverance, creativity, flexibility, resilience, reflection, collaboration and determination. Previously, education addressed the needs of the “Industrial Age” which was characterized by the teaching and learning prescribed sets of facts, and of gathering the necessary information to be productive in adulthood. Currently, in the “Information Age,” facts, figures, and information of all types are readily available. Today’s educated person needs to utilize higher order thinking skills to discern what information is needed for a given situation, determine where to get it, and know what to do with it.

Furthermore, as a member of a multicultural society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing environments and diverse populations. At SCMS, it is our charge to inspire such individuals.

How Learning Best Occurs
Learning is strongly imprinted when there is a sense of ownership, an understanding of purpose, and satisfaction of the innate need of making sense of one’s surroundings. Learning best occurs when students are engaged in the learning process, and are metacognitively aware of their learning and growth as individuals. Students access new information and then assimilate or accommodate
that information into their existing schema. For this reason, it is important that students experience a learning environment that allows these processes to flourish.

Students, regardless of color, creed, or socio-economic status learn best when they grapple with hands-on, real-life experiences. Students gain a greater sense of their abilities as they analyze, apply, synthesize and evaluate content and their own learning.

Our vision includes instruction that taps into complex thinking skills that go beyond basic recall of facts. Bloom’s Taxonomy (Bloom, 1956) identifies six levels of cognition, with knowledge being lowest and analysis, synthesis, and evaluation being highest:

- Knowledge (memory of facts)
- Comprehension (understanding of facts, demonstrated by organizing or interpreting them)
- Application (using understanding to solve problems)
- Analysis (recognizing patterns suggested by facts)
- Synthesis (producing something new)
- Evaluation (judging quality of a solution or theory)

In addition, learning best occurs when an individual is provided opportunities for project-based learning so that students can understand relationships across disciplines, and apply problem-solving solutions to real world issues. Our vision is based on the belief that an individual’s learning is best supported in an environment that encourages inquiry, hands-on activities, differentiation, problem solving, and self-regulation of learning.

Furthermore, we view that the needs of special populations (i.e. ELL, Gifted and Talented, Special Education, Socio-economically disadvantaged) are also best met in such an environment, as learning is focused on the needs of the individual and adaptability of the curriculum to make accommodations, is inherent in using differentiated approaches.

**THE EDUCATIONAL PROGRAM**

Our Purpose—
Adolescence is a critical stage in which individuals begin to make choices and connections regarding their identities, capacities, and desires. SCMS will foster a young person’s development, by providing an environment in which each student will metacognitively process their academic, personal and career goals. This will be achieved by creating a learning environment in which there is a collective focus on an individual’s development, involving parents and SCMS adults, with the student as the lead decision maker.

Students at SCMS will not only develop content knowledge, but it is through the process of learning in which they will develop basic skills, thinking skills, and the personal qualities necessary to be wholly successful. All SCMS stakeholders assume both personal and collective responsibility for ensuring that every student receives the appropriate type of support necessary for
mastering grade level content standards. The content standards are the curriculum, and materials such as textbooks and science kits are resources teachers use to teach the standards. The scope and sequence of grade level content standards is developed by teacher teams as they plan out curricular units, with a special emphasis placed on ensuring student mastery of essential standards (those with leverage, endurance and preparation for the next grade level – see Element 2). Departments will meet, on a quarterly basis to coordinate content material under a common theme, thus allowing separate disciplines to interweave. For example, the seventh grade English and Social Studies teachers will choose three common literature selections that will be used in their classes, so that students will be able to make connections in learning within the English Language Arts and Social Science standards.

SCMS’s Student Outcomes (EXPECTED SCHOOLWIDE LEARNING RESULTS/ESLRs)

SCMS will prepare all students to be

- Critical Thinkers
- Communicators and Collaborators
- Self-Directed Learners

Critical Thinkers

- Identify, locate, acquire, organize, comprehend and use information or data.
- Apply, analyze, synthesize, and evaluate information.
- Apply acquired skills to solve complex problems.
- Use methods, concepts and theories in new situations.
- Generalize from given facts, predict outcomes, and draw conclusions.
- Compare and discriminate between ideas and make choices based on a reasoned argument.
- Demonstrate an appreciation of originality and aesthetics

Previously, education addressed the needs of the “Industrial Age” which was characterized by teaching and learning prescribed sets of facts, and of gathering the necessary information to be productive in adulthood. Currently, in the “Information Age,” facts, figures, and information of all types are readily available. Today’s educated person needs to discern what information is needed for a given situation, critically analyze the information and determine how to use it. SCMS students will be challenged to work higher order thinking skills through projects, hands-on tasks, and real-life problem situations.

Communicators and Collaborators

- Demonstrate proficiency in reading, listening, speaking, writing and presenting
- Use technology to research, problem solve, create, communicate, and present information
- Demonstrate integrity, personal accountability and support for others as a member of the school, in school groups and larger communities.
• Experience various cultures and groups in order to understand, appreciate, and respect differences.
• Make authentic connections between school curriculum and the wider world, which are practiced through community service opportunities.

As a member of a multicultural society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing environments and forces.

Self-Directed Learners

• Identify objectives, create a plan and self-monitor progress toward desired goal
• Demonstrate regularly the skills of reflection and self-evaluation.
• Access information from a variety of sources at school and within the community
• Utilize effective study skills

Having the power to establish one’s identity in purpose involves having the ability to direct, reflect and evaluate one’s own progress towards desired goals.

SCMS’s Essential Elements

SCMS’s instructional program is characterized by the following elements, which together form a program that encapsulates a SCMS student’s experience and how his/her success will be fostered and sustained. Implementation of these elements must be simultaneous in order to provide an educational program that is fully encompassing the cognitive, socio-emotional, linguistic, and physical development of the student.

• Safe school environment
• Small Learning Communities
• Student Centered Culture
• Differentiated instruction
• Personal learning plans
• Targeted student interventions
• Technology as a tool
• Professional Learning Communities
• Parent Relationships
• Connecting Disciplines
• English Language Development

Safe School Environment

For SCMS, a safe school environment goes beyond physical safety. It encompasses psychological and social safety as well. SCMS students develop in a healthy, positive school climate, which
promotes the emotional well-being and growth of every student. A safe school environment fosters resilience by emphasizing prevention, positive alternatives, development of psychosocial skills, and recognition of socially competent behavior. In a safe school environment, structures are created so that students cannot remain anonymous.

Each teacher must know her students well, and in order to develop students’ self-esteem, students must be given opportunities to take risks in learning and learn from both successes and failures. A culture is created in which misconceptions are embraced as opportunities to clarify understandings and cooperation is emphasized over competition.

**Small Learning Communities**

Not only will SCMS provide students with a small school environment of less than 420 students, it will also be a small learning community in which cohorts of students will be supported by the same faculty as they progress from year to year. Much of the support students will receive will take place during Guidance Conference periods, which are structured times during the school day. Within the Guidance Conferences, students are able to seek help in, reflect on, and decide about their Personal Learning Plans and/or social issues. These structured guidance conference periods facilitate teachers’ and students’ ability to build stronger relationships. In turn, these relationships will assist students in achieving in their academic, personal and career goals. This structure allows for a more personalized school environment, an environment that builds connections between developmental needs, talents and aspirations with flexible options for engaged learning (Clarke, 2003).

**Student Centered Cultures**

In order to provide a learning environment that is student centered, faculty must understand the characteristics of adolescents and their social, emotional, intellectual and physical development needs. They must understand that students have a strong need to belong to a group, are searching for their identities, seek independence, challenge authority, and are developing rapidly physically.

With this understanding, SCMS faculty keep in the forefront of their behaviors, decisions and planning, the idea that students play a major part in their own development. In order to maintain a student centered culture, faculty must employ facilitation, flexibility and good connection of resources to create learning and decision points for students to actively engage in.

Summit Charter Middle School’s educational program is a standards-based education, delivered through a student-centered culture that is characterized by the following:

- Curricular content is presented in multiple modalities with an emphasis on "hands-on" applications so that students can internalize learning in a personal way.
- Direct instruction and discovery instruction are complementary strategies used to enhance learning and balanced to the needs demonstrated by the students.
- Content standards/learning targets are made explicit to students, and students understand targets so that they can own their learning and metacognitively process their development.
Teachers utilize differentiated and flexible groupings and assign work to individuals, small groups, and the whole class in order to best meet student learning needs.

Formative assessment is frequently used to group and regroup students to ensure that the appropriate learning targets are set for each student.

Student progress is reported in ways that parents, students, and teachers fully understand and that are consistent with the standards. There will be a focus on students leading academic progress discussions through their Personal Learning Plans and student portfolios.

Students who are not making adequate progress are supported by re-teaching, tutoring, and additional learning time. They are identified by frequent formal and informal assessments.

Teachers facilitate moving all students as far as possible.

**Differentiated Instruction**

SCMS staff will utilize their knowledge of the whole child in order to effectively implement differentiation of instruction. Evidence suggests that students are more successful in school and find it more satisfying if they are taught in ways that are responsive to their readiness levels (Vygotsky, 1986). In order to effectively implement differentiation students have multiple routes to demonstrate their understandings; use a variety of materials that address learning at their level of instruction and with their learning modality; work in small, flexible learning groups for instruction that are based on a variety of learning needs; work within a flexible pacing structure which allows for learner variance; engage in lessons that are knowledge-centered and structured around essential learning; and have work that considers their learner traits so that students can learn successfully.

In order for differentiation to be effective, it must respond to student readiness, interest, and his/her learning profile (Tomlinson 1995, 1999). Individualized work will be at an appropriate level of challenge, tasks and questions will link to students’ interests, and address the students’ learning profiles (e.g. learning modality, culture, language). Hence, by giving students choices, regarding topics of study, ways of learning, and presenting information, students are able to determine the best access points for their own learning and build upon areas strength.

In a SCMS classroom, differentiation provides students emotional safety due to the fact that similarities and differences, strengths and weaknesses, cooperation and respect are all given value.

**Personal Learning Plans**

Because adolescents desire autonomy and independence, but at the same time, continue to rely on guidance from parents and other adults, SCMS students will develop personal learning plans upon enrollment. They will have opportunities make appropriate choices and receive assistance with their learning plan in their pursuit of academic, personal and career goals. Guidance from adults occurs on a frequent basis from SCMS staff as they meet with students during Guidance Conference periods.
Students will develop clarity of purpose by creating a Personal Learning Plan that considers their current level of progress and long-term goals. SCMS faculty and parents will assist students as they map out their learning needs. Guidance Conference periods will provide a structured time during the day in which students will be able to monitor their own progress, review academic decisions, present problems or conflict, revise goals as they learn and achieve.

The Personal Learning Plan is a key tool for helping students’ development of metacognition. This is built by giving students ownership over their learning and allowing them to think about how they learn. As students reflect on their plan, progress, achievements and continued areas of work, they can then take that understanding and apply it to learning in the classroom.

Another area that supports Personal Learning Plans and student metacognition are Student led conferences. As parents, faculty and students meet regarding a student’s academic, personal and career goals, the student presents his/her understandings about their development, challenges, strengths, and joys. As discoveries are made, steps on how to support further develop are made and supported by everyone involved in the student’s plan (Clarke, 2003).

**Intervention and Extended Day**

SCMS students who are performing below standard will have access to an extended day, in the form of focus periods before and/or after school. Students who are identified as Far Below Basic or Below Basic, in English Language Arts and/or Mathematics, will be provided with support through differentiated instruction in their classes, and offered intervention time through an extended day. Intervention will take place in a small group setting, with students grouped by areas of need. In addition, intervention work will be directly related to coursework in the core classrooms.

Focus periods will have with frequent monitoring of progress. Progress and attendance will be reported monthly to students and parents and included in the students’ Personal Learning Plans. Exiting intervention/extended day will be based upon students’ passing of school wide benchmark assessments.

**Professional Learning Communities**

SCMS faculty will work as a professional learning community in order to deliver the type of focus, differentiation, and rigor required by the educational program. A professional learning community is characterized by a collective focus on student learning, shared norms and values, collaboration, deprivatization of practice, data driven decisions, and reflective dialogue. (DuFour, 1998). Not unlike the students, the faculty at SCMS will metacognitively process their instruction. The focus questions will rely not upon what was taught, rather upon what was learned. The staff and structures of the school must be responsive to student needs, whether it is through professional development in new areas of practice, improvement of instruction using peer coaching, realignment of time and resources to meet the greatest areas of need, etc.
The educational program is responsive to student needs. Faculty frequently and collaboratively analyze student data from assessments and adapt their instructional plans to meet deficit areas.

**Parent Relationships**

Family involvement in the middle school years is a crucial element student success. SCMS will support students and families by providing guidance and fostering development in three main areas:

- *Home–school relationships* – SCMS will foster youth's developmental needs, parents' attitudes and practices, and schools' expectations and support of family involvement by maintaining a strong relationship between the home and school.
- *Responsibility for learning* – SCMS parents will be involved in their child’s learning plan. Their responsibility in the plan is to support their child’s goals.
- *Parenting* - SCMS will assist, when necessary, parents in developing the attitudes, values, and practices of parents in raising adolescent youth.

These three areas will strengthen SCMS students’ abilities to develop in their academic, personal and career goals, through the creation of a “full-circle” of expectations and communication among the student, family and school. In order to ensure success in maintaining the “full-circle”, parents who need additional assistance are provided with or directed to additional resources within the school and community in order to fulfill areas of need (e.g. ESL classes, parenting classes, counseling services, job centers, etc.). The Personal Learning Plans will enhance parent involvement, as they will have components in which the parents will be a part of their child’s development of college awareness, personal aspirations and planning for the future.

**Technology as a Tool**

SCMS views technology use as a tool to enhance learning and support the educational process. To be an educated person of the 21st century, SCMS believes that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society. *A Nation at Risk* (National Commission on Excellence in Education, 1983) argued that knowledge of the New Basics is the foundation of success for the after-school years. The most critical consideration is the Digital Divide, in which being technology literate is an especially important element in our students’ futures because of their socio-economic status and access to information. Our students must be able to work with technology fluidly, not as a separate subject.

Technology integration is based upon the International Society for Technology in Education’s National Educational Technology Standards for Students (NETS-S), 2007 (Appendix IV). Students will utilize a variety of technology tools to access, manipulate, exchange, create information, and to demonstrate learning. Tools such as the Internet, word processors, databases, spreadsheets, publishing software, media editors, etc. will be integrated into curriculum. Students will be required to utilize technology as an outcome in their coursework. They will be able to
determine in their Personal Learning Plan, what tools they are interested in learning and incorporating into their class projects.

**English Language Learners**

We anticipate that a majority of our students will be second language learners. We believe that in order for these students to succeed, they need to have a solid foundation in literacy. The thread that runs through our curriculum is English Language Development (ELD). The foundation of our program is the California English Language Development Standards for English Language Learners, which serve as a transitional bridge to the state’s English Language Arts Standards through listening, speaking, reading and writing.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition; however they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS) (Cummins, 1984). By using the ELD standards, we are able to ensure that our instruction supports our students’ development of rich academic language and access to the content standards.

Research, professional collaboration, data collection, and sharing of best practices guide us toward finding the best way to help our students gain access. Our ELD instruction is integrated throughout the curriculum. Our classrooms have the following characteristics:

- Subject matter in the core content areas (reading, writing, math, science, etc.) is taught in English with scaffolding to ensure comprehension
- Teachers of these classes will have received training in methods to instruct English language learners (CLAD, LDS), and may be bilingual
- When teachers have students’ primary language skills, they may support the children’s understanding of concepts by using the primary language
- Materials are specifically selected to increase English language proficiency
- To foster home support and parent involvement, homework assignments may be given or explained in student’s the primary language

Although the instruction in these classes is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Strategies for effective instruction include:

- Use of realia and other visuals
- Use of body language and gestures
- Slower speech rate
- Clear enunciation
- Controlled vocabulary
- Checking for comprehension
- Incorporating songs and plays into lessons
- Reducing negative feedback and increasing positive feedback to lower student anxiety
Structures that further support Limited English Proficient students in structured English immersion classes are:

- Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Providing abundant opportunities to participate in oral language activities
- Flexible grouping of students
- Instructing in small groups
- Providing classes that build upon activities and lessons from the regular classroom
- Providing in-class support from other credentialed teachers or specialists

Our expectation is for students to progress through the levels of proficiency and re-designate as Fully English Proficient (RFEP).

To accomplish this we measure students’ mastery of the ELD standards through informal (observations, anecdotal) and formal assessments (CELDT). The ELD standards provide targeted outcomes in the four domains. These outcomes provide the basis for differentiation of instruction, authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD instruction. Student-centered communicative approaches, meaningful interaction between adults and students, a focus on language to acquire new knowledge, and learning focused on understanding language functions and use are essential to student success. Student ELD data are tied directly to instruction through grade level planning and targeted lesson development.

Teachers, upon analysis of quarterly assessments, will make differentiation modifications to their instruction to better meet the needs of ELL students. Students who are not making progress will be given extra ELD support during the Focus Period.

**Special Education Program**

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, [Charter School] will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and [Charter School] regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.
SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities for Conversion Schools

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, “Are you Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., “The IEP and You”).

Modified Consent Decree Requirements

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically
measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

**Special Population**

The needs of special education students will be met by providing an inclusive environment, in which accommodations and modifications are made to the curriculum and instruction that are specific to the goals set in their IEPs. The use of differentiated approaches easily allow for accommodations in the delivery of instruction and the modality in which students can demonstrate learning. The same applies to gifted students, high achievers, struggling students, etc. In having a diverse population in the learning environment, students can gain respect and admiration for individuality, specific talents or learning modalities. A student’s “challenges”, whether language, real life experiences, resources, learning style, etc., are viewed as access points rather than deficits. For example, an English Language Learner’s native language will be honored and utilized to help English Language Development (Cummins). His background knowledge and experiences will be brought out so that connections to current learning can be made. In other words, what the child brings, where she is at, is considered, honored and incorporated into the educational program.

**Students from Low Income Families**

Factors associated with poverty present students with distinct challenges as compared to student who are not categorized as low socio-economic status. Physical and social-emotional challenges
include greater exposure to health risks, poor quality living environment, higher mobility, fewer material resources at home, more dangerous communities, higher levels of family disruption/violence, less self-directedness, less interpersonal trust, less cognitive stimulation, and less sense of belonging to school (Evans, 2004)

When instruction is differentiated, students have more access to the curriculum. With a focus on essential standards, and frequent monitoring of progress, hands on learning, and personal learning plans, low socio-economic status students will have a system to support their development that is scaffolded and individualized. Evidence indicates that strategies for effective instruction that address the needs of low socio-economic status students include:

- Curriculum is rigorous and focused on the future (college or career preparation)
- Differentiation of Instruction
- Support is immediately provided through focused and frequent monitoring of progress
- Achievement data is analyzed and used to modify instruction
- Flexible grouping of students to allow for more appropriate targeting of students’ needs
- Learning goals are consistent and consistently understood
- Guidance Conferencing periods to maintain motivation and self-esteem
- Frequent family feedback via monthly progress reports
- Barriers to taking higher-level coursework are removed through the Personal Learning Plans

**Gifted/High Ability and High Achievers**

Gifted and High Ability students need to be challenged beyond cursory presentation of information. Within our programs, we provide access to gifted and high ability students through the same approach as supporting our lowest achievers: A differentiated, individualized program, in which teachers have the ability to create flexible groupings, which allows students access to the curriculum at their instructional level.

Strategies for effective instruction that address the needs of Gifted ad High Ability students include:

- Differentiation of Instruction
- Acceleration of the pacing of instruction can provide an appropriate level of challenge.
- Flexible grouping of students to allow for more appropriate targeting of students’ needs
- Independent projects that present more rigorous tasks
- Provide additional challenge work through the Focus Period
- Personal Learning Plan, in which students, with guidance, can select their own targets for success.

Students are identified through an assessment process that begins with search (standardized test data, progress reports, cumulative records, etc.) & referral (either by teacher or parent). Applicants are screened by a committee for a recommendation of eligibility, and determination can be made.
by intellectual assessment, evaluation of academic abilities, and/or demonstration. Parents are notified in writing regarding the decision for identification.

Gifted categories include: Intellectual Ability, High Achievement Ability, Specific Academic Ability, Ability in Visual Arts, or Ability in Performing Arts.

A Typical Day at Summit Charter School

Summit middle school’s projected demographics will reflect the demographics of the LAUSD. Many students are represented by at least one of the following categories, most will belong to all categories: Title I, minority, and English Language Learners.

To see the school’s vision implemented, we will visit the school through the experience of a student. Juan is a 6th grade, Title-1, ELL, Hispanic student, whose parents both work in minimum wage positions with staggered schedules. Juan is the oldest of three, and he often helps to take care of his siblings once he is at home. Juan scored at Far Below Basic in English Language Arts and Basic in Mathematics in the California Standards Test in 5th grade. His CELDT score is Intermediate, and his highest area of need is in Listening and Speaking. This is the third month of school.

7:15 am Juan arrives at Summit Middle School. The school has been opened since 6:00 am and is prepared for the arrival of students. There are community representatives that help with student supervision and breakfast service. He enters school and eats a healthy school breakfast that has fresh fruits and is balanced in nutritional value. Because Juan is struggling in English Language Arts, he attends a focus period, before first period, where he is able to work on and gain assistance with essential standards and skills that are at his instructional level. His work during focus time is partially driven by his personal learning plan, in which he sets his own short-term and long-term academic goals. His work is also driven by his teacher’s knowledge of his current level of performance, learning modality, and areas of strength. During the focus period, Juan and nine other students will be working on similar goals, although the demonstration of their learning may take different forms, as determined by the teacher. On this day, Juan is working on identifying and interpreting figurative language and words with multiple meanings. He has several words and phrases, from the text that is being used in his English & Social Science classes, in which he had previously written definitions of their meanings from contextual cues and word knowledge strategies. He has been told that three of his ten definitions are incorrect. He first reviews his assignment and analyzes it for his misconceptions and finds that with one phrase he has misclassified one of the root words, and in doing so, changed the meaning of the phrase. For the second error he researches using an online dictionary another meaning of the word “fire” and writes down a second definitions. He checks the last error and finds he could not identify why he got the incorrect answer. He revises the work and submits it for a conference session with the teacher. While waiting for the teacher to finish a conference with another student, Juan practices and refines skills on multiple meaning words that are both nouns and verbs (e.g. fire) by independently studying a website the teacher provided as a resource.
8:00 am  First period begins. Juan moves from his focus period classroom to his First Period English class. The students are studying Egyptian civilizations, and, connecting to their Ancient Civilizations – Social Science course, are reading *Ramesses II: Ruler of Ancient Egypt* as their supplemental core literature piece. Upon reading a chapter that discusses his rise to the throne, students hold a conceptual discussion on leadership and compare them to other leaders that have risen in past history or in current times. While discussing concepts derived from the literature, students use the text to learn grammatical concepts. At about halfway through the period, Juan begins to work with his cooperative group on their project. The four students consult with each other on the work to be accomplished for the day. The room has a busy buzz as students and groups take on different tasks. Juan, because he is trying to learn how to improve his presentation skills, he decides to his time to practice his typing, editing, and layout skills within his PowerPoint presentation on Egyptian Artifacts. Within the project work time, students also work in a Writer’s Workshop model in which they write in different genres (narrative, expository, persuasive, and descriptive) in response to their current reading and learning. Juan checks another student’s essay using her writing rubric checklist, which was developed by the student and teacher together. Once he is done checking her work, Juan finishes his final draft and reviews it against his own checklist. As he is reviewing, class time ends but he will be ready to submit his writing for a publication conference the next day.

9:00 am  Juan’s second period begins. He has signed up for his elective, Spanish, and he begins by greeting the teacher in Spanish. The teacher uses the Natural method in which to instruct students. After working as a group on conversation and grammar rules, students move to work in flexible groups. Juan uses his time to practice his Spanish using the Rosetta Stone program on a school laptop. Other students in his classroom are working on finding words in a Spanish newspaper and copying them in their vocabulary journal for reference, some are listening to Spanish language tapes of radio announcements and news, and others are practicing dialogues in pairs and trios.

9:55 am  Nutrition begins and Juan decides to go and meet his friends. Students gather in small clusters as they socialize with each other and eat snacks. The principal walks by and praises him on his work that she has seen displayed in the upper multipurpose room.

10:15 am  Third period begins. Juan has entered his Ceramics class, a 6-week elective course. Rather than learning the same art technique in a whole class manner, the classroom has the feel of a studio/workshop. Each artist is working on a technique that is of their choosing. Because his art teacher aligns instruction to the units in the core classes, the art curriculum is connected to the subjects that the students are currently learning, and the teacher plans options for students to choose from. Because the 6th graders are studying the Egyptian civilization, Juan will continue to work on his project of carving a bust of a pharaoh. One of his classmates, who also shares the same classes is carving hieroglyphics on a slab of clay. These pieces will become artifacts for their culminating presentation. A few 7th grade students working nearby him, who are studying Meso-American and Andean civilizations, are recreating pinch pots and coil pots from that era.
12:10 pm  Juan is in the First Lunch group. He picks up a well-balanced, healthy lunch. He has several entrée and fresh fruits and vegetables options to choose from. He sits with a small group of friends and holds relaxed conversations. Adults are present, but they are not patrolling, rather they are engaging students in conversations, connecting learning to current events, and demonstrating respect and care.

12:55 pm  Juan’s fifth period begins. These students are split into two groups. One group goes to P.E. on the outside yard and the other goes into individual classrooms for cohort Guidance Conferences. Today Juan and his cohort meet with their mentor, who happens to be his mathematics teacher, to discuss how each person’s plans have been developing. This teacher will continue to work with Juan and his cohort throughout his time at Summit Charter Schools. While a small group of his cohort is talking with the mentor, the others are writing personal reflections in their journals.

1:50 pm  He begins his sixth period of the day, Math. The Math and Science departments have selected one unit a quarter in which they will help students make connections between disciplines. The connecting Earth Science standard Juan is currently working on is knowing that rivers and streams are dynamic systems that erode, transport, change course and flood their banks. Again, the teachers help students make connections between the two core subjects. Hence, Juan’s class is studying the Nile and researching its geographic history. The mathematics learning standard, which has been selected to connect to the science standard, is to analyze and use tables, graphs, and rules to solve problems involving rates and proportions. After a directed lesson on converting feet into meters to determine percentages, Juan’s teacher has asked students to calculate the average amount of change in the Nile’s water level over the past five years. Students begin to research using the Internet and they have to critically analyze websites to find sites that have information that is most pertinent to the task. Once the students determine the best website, they begin to analyze the information and perform calculations. Some students calculate the averages using pencil and paper, while others use calculators. Because Juan and several other students have a spreadsheet technology goal in their Personal Learning Plan, he will determine the average by using an Excel spreadsheet. In this assignment he is able to demonstrate his understanding of the directed math lesson by determining and inputting the correct formula for calculation in the spreadsheet. Towards the end of the period, students compare their findings, from their analysis of the information presented on the website to the steps they took to calculate averages. Differences in answers puts students into a dissonance and an inquiry process begins to find out which is the correct answer and then determine where misconceptions or errors in calculating may have occurred in work that had an incorrect answer. The affective environment through the dissonance and inquiry periods is one that demonstrates students’ eagerness to learn, and is evidenced by the respect, helpfulness and cooperation students and adults show each other as they work through the process.
3:45 pm  School day ends. Students are dismissed for the day. Some students wait either in
the upper multipurpose area or the outside playground until they are pick up, while others go to
their Focus period.

3:45 pm  After school programs begin. Juan also takes advantage of the after school
Homework club and Enrichment program. Today he participates in the Homework club where he
gets assistance in reviewing and revising work that he has done earlier in the day. In particular, he
chooses to finish his reviewing his writing checklist from his first period so that he can be ready to
publish tomorrow.

(4:30 pm)  School office closes for the day at 4:30 pm. The after school program supervisors
and teaching staff as well as custodians still have access to the office facility for emergencies.

(9:30 pm)  School closes. All classes are cleaned and prepared for the following day. The
yard, bathrooms, halls and outdoor areas are serviced, and all maintenance work for the day is
completed. The custodians shut down and close the school for the night.

Process by which Curriculum, Materials and Instructional Activities are to be selected

SCMS will demonstrate best practices by selecting curriculum, materials, and instructional
activities that are aligned with California Department of Education Standards for Evaluating
Instructional Materials for Social Content and our mission and vision.

Highlights of The School Program

Strong Leadership

- Shares the vision and mission with all stakeholders
- Develops strategies for implementing the vision and mission
- Advocates for student success by monitoring teaching and learning
- Maintains a positive culture and climate
- Implements an instructional program that ensures student learning and
  professional growth
- Instills in teachers a desire for a climate that promotes academic rigor,
  professionalism and cultural proficiency
- Possesses organization and management skills
- Able to work with diverse communities
- Ethical and moral values in keeping with the Summit Charter Middle School.

Student-Centered Curriculum

- Preparation for High School A-G Requirements
• State of California Content Standards
• Culturally Relevant Education
• Human Development

Student-Centered Instruction

Personalized Instruction

Teachers will focus on processes and procedures like differentiating instruction, that ensure effective learning and have high expectations for all, especially the SEL, ELL, SPED, and GATE students as students do not learn the same way or at the same time. Students need time for one-on-one instruction as well as competitive and cooperative group work. All learning is designed with the strategies that demonstrate how the student learns best. Teachers will find ways to get to know students to establish relationships with them so that students know that they matter to their teachers. Each student will have an Individual Learning Plan (see Curriculum Overview), available for staff to be aware of how each student learns best and to keep track of their academic progress to graduation.

Teachers will incorporate cooperative group work into their lesson plans and teaching routines. Teachers will work together within and across content areas to commonly plan lessons to design, supervise and produce the applied learning. We plan to utilize applied learning in order to make connections between what students learn in school and how that knowledge is used for real life purposes both in and out of school. This process will allow students further develop: leadership skills, problem solving, communication, technological skills in accessing data, inquiry and using information, how to be self-managing, self-assessing and self-reflecting and how to work with other people. In grouping and working with students, teachers will differentiate instruction so that all students are working at maximum capacity. According to Geneva Gay, (a) underlying values of human connectedness and collaborative problem solving are high priorities in the cultures of most groups of color in the United States (b) cooperation plays a central role in these groups’ learning styles, especially the communicative, procedural, motivational, and relational dimensions.

Findings of the eight research studies reviewed by Losey (1997) provide support for the pedagogical power of cooperative learning for Latino students. These studies demonstrated that the academic achievement of Mexican Americans improved when they helped design their own assignments, discussed assigned tasks, worked collaboratively with each other in small groups, had informal almost familial relationships with teachers, perceived they belonged to a classroom community and felt that their cultural experiences and the use of both Spanish and English were validated.

Geneva Gay Culturally Responsive Teaching

Culturally Relevant Education

The focus of Culturally Relevant Education is to include knowledge of other cultures in the curriculum of a historical, social, political, economical and of course, a cultural nature, as it relates to the subject matter and across content areas. Culture is basically everything that people
believe and everything that they do that identifies them as members of a group and distinguishes that group from other groups. At SCMS we value diversity. Diversity connotes racial and ethnic differences. Racial and ethnic cultural differences are tied to a common history, ancestry, and geographic origin. Students will gain a perspective of our differences through inclusion of cultural relevance that exposes them to the contributions of various global cultures. Teachers will learn to (a) value diversity (b) manage the dynamics of difference (c) institutionalize cultural knowledge and (d) adapt to diversity. We want all stakeholders to become Culturally Proficient.

Data Driven Instruction

The beauty of a small school is that teachers utilizing common planning will have the opportunity to use the data to look at student work and make decisions on what should be taught and how it should be taught; to determine whether the student is progressing and should interventions be applied. We at SCMS are concerned about how to make instruction meaningful, relevant and rigorous so we will use the CA state standards to design curriculum. We will expect all students to excel at their own rate and hold all students to a high standard of academic excellence. Through the data we will be able to constantly monitor our benchmarks for academic achievement for all students, groups and individuals; for teachers to be aware of where each student is excelling or in need of intervention. Data will be the litmus test of our adherence to the standards and our instruction - how well teachers are meeting their standards and criteria for successful teaching. Backwards Planning is the key. Teachers design their concluding summative assessments first. These assessments are based on what the teachers would like the students to ultimately show as a demonstration of their learning. The teachers then create lessons and smaller-scale formative assessments that will help students build toward those final assessments. Teachers approach units as ongoing works-in-progress, which culminate in a project or presentation. While students are deep in the grip of researching, writing, editing, building, and creating, teachers are observing and questioning student progress all along the way, constantly and organically doing assessments to discover students' grasp of the material.

Rigorous Assessment

Students will be assessed on a regular basis. Besides standardized testing, informal assessments are to be used to determine what has been mastered on a daily basis in every class. Formal assessments, such as unit tests and cumulative assessments and informal assessments such as quizzes and reflection are to be administered regularly so that teachers can determine if students are learning, understanding and comprehending. Formative assessments and cumulative assessments are built into the curriculum – teacher- developed and state-designed tests will be delivered based on a state or District schedule.

Teachers assess student learning in many ways using strategies such as essays, reflection and demonstration and by basing their tests on Bloom’s Taxonomy. Differentiation will be based on assessments. Teachers will use various learning criteria to determine if the students (1) can explain (2) can apply (3) can create (4) have perspective (5) display empathy and (6) have prior knowledge, so that teachers can determine what students (a) must learn (b) need to learn and (c) want to learn.

Curriculum Overview
The SCMS curriculum will be aligned with the academic content standards of the California State Board of Education. We will ensure a highly rigorous instructional program coupled with a creative and stimulating learning environment. Curriculum will be linked to standards and assessment. Instruction at SCMS will be rigorous, challenging, thoughtful and deliberate.

The required course of study for students in middle school grades six through eight includes middle school culmination, a college admission program and/or a post-secondary educational plan. All middle school students must take: three years of English Language Arts; three years of mathematics; three years of social studies; three years of science; three years of physical education. Students will be expected to complete an Individual Learning Plan. The ILP will contain a middle school program, coursework plan and a college- prep high school educational plan.

**Instructional Framework**

**Course Curriculum**
- Grade Six  – World History: Ancient Civilizations
- Grade Seven  – World History: medieval and Early Modern
- Grade Eight  – US History

**Curriculum and Instructional Goals for Teachers:**
- To understand the necessity for cultural competence
- To effectively manage classroom
- To examine student work and implement solutions for improving student work through successful lesson delivery and reception
- To reflect on their classroom practice thorough observation and research
- To share best strategies for instructional practice
- To collaborate in writing rigorous standards-based lesson plans and applications
- To bring in and rely on experts in the field of education to improve professional development for the purpose of improving student learning
- To implement hands-on and applied learning practice in a cooperative environment
- Time for collaboration, planning and learning
- To meet in grade-level groups and across grade levels to plan
- To revise and constantly improve their teaching methodologies
- To standardize grading procedures using rubrics

**Instructional Methodologies**

In order to ensure that a working Curricular and Instructional model for the school is instituted, it is necessary to create, construct and implement a standards-based, cohesive, school-wide plan of action for the purpose of setting realistic goals, designing a comprehensive curriculum, and selecting strategies that work for SCMS students and teachers that meet the expectations of administrators and parents and the staff of SCMS:

- Standards-based Education
- Cooperative strategies
- Culturally Relevant Education strategies
Standards- Based Curriculum

Summit Charter Middle School will use the Content Standards for California Public Schools as the foundation for the curriculum (See Appendix XVIII, LAUSD Guidelines for Standards- Based Instruction, Secondary E/LA Focus, Grades 6-12)

English Language Arts

The ELA course will be based on the rigorous spirit of the ELA Content Standards of the State of California Frameworks. SCMS will utilize the sixth, seventh and eighth grade Focus, Access, General Support and Ongoing Standards sets for Narrative, Expository, Response to Literature/Text and Persuasive Writing (LAUSD Guidelines for Standards- Based Instruction) (See Appendix XVIII).

Reading

We stress vocabulary acquisition through reading and reading fluency through Literary Circles. Students will comprehend more of what they read if they have choices of books to read actively and discuss with their classmates. Students will have ample opportunity to access all genres of literature through required, group and individual reading choices such as works by Steinbeck, Orwell, Angelou, and Poe. We believe in a wide variety of reading choices and we will provide the environment students need to read in, a quiet setting or in a lively, energetic reading circle. Students will be able to respond to the literature using literary terminology and conventions. Students will become familiar with the literary devices and the characteristics of poetry to discuss poetry; students will learn the technical language needed to discuss and critique fiction; students will be able to see the author’s point of view in non-fiction through their own perspective and to be able to apply lessons learned through the biography of another’s life to their own.

Writing

Our goal is for students to become proficient as skilled writers in:

- Grammar and mechanics
- Accurate note-taking
- The Writing Process
- Response to literature using the revised Bloom’s Taxonomy
- Composition of poetry, essays, reports and research papers
- Publishing well-edited compositions

Speaking

Through the applied learning projects, students will get ample opportunities to orally participate in their learning. Cooperative Learning is precisely the strategy that encourages students to work with each other, sharing ideas and making decisions. They will be in constant communication with each other and the teacher. Students will be able to practice oral skills through speech and
debate. On a regular basis, students will interact, learning to listen and to speak in guided discussion with their classmates through Literary Circles.

Researching

Using the instructional strategies, students will become thorough researchers by spending time learning how to look up information on the Internet using key words and ideas. These skills will be beneficial in researching applied learning projects and debating issues. This skill will carry them through college. We will make sure that they understand the importance of using the Internet efficiently and effectively.

Summary

Each class period will have time devoted to in-class reading and writing which will include working in groups and doing collaborative projects. With successful completion of coursework, students will be able to:
- Define and use vocabulary words to prepare for the CST’s, the P.S.A.T. and other standardized tests.
- Generate relevant questions about literature.
- Discuss the significance of the structural features of literature.
- Analyze basic plot elements and literary devices to analyze the meaning and author's purpose.
- Interpret various texts in their meanings and cultural and historical significance.
- Write a cohesive, well-organized 5-paragraph essay.
- Revise writing to improve coherence, style, and content.
- Develop grammar skills through weekly work, style modeling exercises, sentence combining, and grammar correction.
- Deliver presentations and demonstrations using visual aids/technology.
- Fuse the content from several sources

Course Skills Emphasis

- Grammar
- Vocabulary Development
- Reading Comprehension Oral Communication Written Communication
- Cooperative Learning/Teamwork
- Computer
- Literacy

Overview

Grade Six
English Language Arts Brief

Course Description
This course includes language arts, literature, and grammar. This course will focus on: vocabulary development, reading comprehension, reading analysis, writing strategies and applications, writing conventions, listening skills, and speaking skills. This course requires students to read aloud in class, working to improve all students’ pacing, intonation, and expression. Students will analyze, identify, define, explain, and critique through active engagement with the text. Students will examine characters and themes to achieve more in depth understanding and make important literary Council in the texts used. Students will do an extensive amount of writing in class via journals, essays, creative assignments, and speeches.

English Six
Textbooks:
The Language of Literature – McDougal Littell
Language Network – McDougal Littell

Supplemental Reading
Tales of Ancient Egypt Green
Aesop’s Fables Aesop
Mythology
1001 Nights (Arabian Nights)
The Odyssey Homer

Selected Novels
Fairy Tales from Around the World
Cendrillon: A Caribbean Cinderella San Souci
Yeh Shen: A Cinderella Story from China Louie
Under the Royal Palms: A Childhood in Cuba Ada
Motherland: A Novel Vijayaraghavan
The Wee Free Men Pratchett
Mud City Ellis

Videos
KiriKou,
Anansi the Spider
Mulan

Instructional Strategies
• Lectures/Warm-up exercises
• Reading
• Writing and research Papers
• Vocabulary study

Assessment Methods
Quizzes
Chapter
Tests
Presentation

English-Language Arts Content Standards (Appendix XVIII)

Grade Seven

English Language Arts: Brief Course Description

Seventh grade English makes the transition from learning to read to reading to learn. Less emphasis will be placed on reading aloud and more emphasis on sophisticated literary analysis. For example, students will interpret the intentions of authors, write reports using a formal research process, use persuasive evidence in oral presentations, and analyze fictional characters based on their thoughts, words, and actions. This course requires extensive writing in journals, essays, creative assignments, and speeches.

English Seven
Textbooks:
The Language of Literature McDougal Littell
Language Network McDougal Littell

Supplemental Readings:
Romeo and Juliet Shakespeare
Siddhartha Hesse
Adventures of Marco Polo Freedman
The Alchemist Coelho
The Samarai’s Tale Haugaard

Selected Readings for Literary Circles:
The Count of Monte Cristo Dumas
Stravanganza: City of Masks Hoffman

Instructional Strategies
• Lecture/warm-up exercises
• Reading
• Writing and research papers
• Vocabulary study

Assessment Methods
Quizzes
Chapter tests
Essays
Presentation

English-Language Arts Content Standards (Appendix XVIII)
Grade Eight

English Arts: Brief Course Description

Students will capitalize on those skills that they must master so they will be ready for high school ELA requirements. Students will master grammar and mechanics concepts; vocabulary; spelling; reading skills such as, compare and contrast and fact and opinion; figurative language; interpretation and comprehension; writing essays and stories. Students will be expected to understand, clarify, analyze, and synthesize information on a rigorous level and be expected to write and speak with lucidity.

English Eight
Textbook:
The Language of Literature McDougal Littell

Supplemental Readings
Growing Up Ethnic in America Gillan and Gillan
Latin American, Asian American Lewis
Great American Short Stories
The Kids Guide to Social Action

Selected Novels for Literary Circles
The House on Mango Street Cisneros
Diary of Anne Frank Frank
Lupita Manana Patricia Beatty
Year of Impossible Goodbyes Sook Nyui Choi
Night John Gary
Paulsen The Skin I’m In Sharon
Flake The Education of Little Tree Carter
Warriors Don’t Cry Beals
The Outsiders Hinton

Documentaries
The Journey of Sacagawea
Slavery and the Making of America

Film
Lawrence of Arabia
Night John

Instructional Strategies
- Lectures/Warm-up exercises
- Reading
- Writing and research Papers
- Vocabulary study

Assessment Methods
Quizzes
Chapter
tests
Presentation

English Language Arts Content Standards (Appendix18)

Grade Six

World History & Geography: Ancient Civilization

Brief Course Description

This course will expand the understanding of history and geography by studying people and events that were and are instrumental in the development of civilization. History 6 will focus on World Cultures and Geography from ancient civilizations through the sixth century. Students will study the people and places that shaped the world we live in today. The following civilizations will be explored: prehistoric societies, Egypt, Kush, Mesopotamia, Hebrews, Greeks, India, China, and Rome. The focus is on critical thinking skills. Students will ask why:

- Did civilizations develop?
- Were some societies more dominant than others?
- Did certain civilizations decline?

In the sixth grade students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

World History and Geography: Ancient Civilization

History Six

Textbook:
World Studies: The Ancient World -Prentiss- Hall

Supplemental Readings (Non-Fiction)
Skara Brae Dunrea
Masada Waldman
Riddle of the Rosetta Stone Gilben
Historical Fiction
Kampung Boy          Lat
Cleopatra VII         Gregory
Locadio’s Apprentice  Yarbro
The Bronze Bow        Speare

Documentaries
The Journey of Man
Ancient Civilizations
The Buddha

Course Goals and Major Student Outcomes
At the end of this course students will:
- Write clear and well thought essays and written response papers
- Be able to read fluently at grade level
- Be able to understand the world in which we live and how it was shaped

Course Outline
1. Reading strategies
2. World Studies (geography, prehistory, birth of civilizations to the 6th century)

Key Assignments
- Class work (writing exercise, and handouts)
- Essays
- Book Reports
- Historical Analysis/Evaluations

Instructional Methods and/or Strategies
- Lectures/Warm-up exercises
- Reading
- Writing and research Papers
- Vocabulary study

Assessment Methods and/or Tools:
Quizzes
Map tests
Chapter tests
Essays
Presentations

Grade Seven

World History & Geography Of Medieval To Modern Civilization

Brief Course Description
This course studies the people and places that shaped the world we live in today, focusing on African, and Asian, and European, Aztec, and Mayan civilizations from A.D. 500 to A.D. 1789. Students will examine the social, cultural, and technological changes over generations, studying the interactions between groups and the cross-cultural exchange of ideas and beliefs. Students will explore the following units: the Roman Empire, Islamic civilizations of the Middle ages, China in the Middle Ages, Medieval Africa, Japan, Europe, Meso-American and Andean civilizations, the Renaissance, Reformation, Scientific Revolution, and the changes of the 16 – 19th centuries. Students will develop critical thinking skills and analyze the relationships between these civilizations of the past and their connection to our present reality. In the seventh grade students assess the political forces let loose by the Age of Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world.

**World History And Geography Of Medieval To Modern Civilization**

**History Seven**

**Textbook:**  
World History: Patterns of Interaction  
McDougal Littell

**Supplemental Readings**  
Sundiata  
Niane  
Columbus (biography)  
The Moors  
King Arthur: Knights of the Round Table  
The Three Musketeers  
Alexander Dumas

**Documentaries**  
Islam: Empire of Faith  
The Silk Road  
Into the Silence

**Films**  
Romeo and Juliet  
The Last Emperor

**Course Goals and Major Student Outcomes**

Students will:
- Know how to write clear and well-thought written response papers  
- Be able to read fluently at grade level  
- Conduct literary and character analysis  
- Demonstrate skills such as strong vocabulary, grammar, and mechanics  
- Understand the world in which we live and how it was shaped

Students analyze the geographic, economic, religious, and social structures of the civilizations of:
• Islam in the Middle Ages.
• China in the Middle Ages.
• Moors, Berbers, Ghana, Mali, and Songhai in Medieval Africa.
• Medieval Japan.
• Medieval Europe.
• Meso-American and Andean civilizations.

Students analyze:
• The origins, accomplishments, and geographic diffusion of the Renaissance.
• The historical developments of the Reformation.
• The historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
• The political and economic change in the sixteenth – twentieth century (the Age of Exploration, the Enlightenment, the Age of Reason, and the Age of Human Rights)

Course Outline
1. Grammar and Vocabulary
2. World Studies (Geography, Social Studies, and Culture) (Sixth – Nineteenth Centuries)

Key Assignments
• Class work (essays, and written reports)
• Book reports
• Historical analysis/evaluations

Instructional Methods and/or Strategies
• Lectures/Warm-up exercises
• Reading
• Writing and Research Papers
• Vocabulary study
• Socratic Seminars

Assessment Methods and/or Tools
Quizzes
Chapter tests
Presentation

(History-Social Science Content Standards—Appendix XVIII)

World History and Geography: Medieval and Early Modern Times

Grade Eight

United States History & Geography: Growth And Conflict

Brief Course Description
Students will study/engage in projects and discussions that broaden their perspectives on the 16th to 21st Century.

United States History & Geography: Growth & Conflict

Eight

History

Textbook:
American Nation Prentiss Hall

Supplemental Reading (Non-Fiction)
Olaudah Equiano
Narratives in the Life of a Slave Girl
Harriet Tubman

Historical Fiction
Across Five Aprils Hunt
Red Badge of Courage Crane
All Quiet on the Western Front Remarque
Little Women Alcott

Student Outline
Students will:
- Understand the development of American constitutional democracy
- Understand the U.S. constitution and compare the enumerated and implied powers of the federal government.
- Understand the foundation of, and citizen participation in, the democratic process
- Analyze U.S foreign policy in the early republic.
- Analyze U.S. development and expansion from 1800 – mid-1800s.
- Analyze abolitionist movement, the causes of the civil war, and the ideals of the Declaration of Independence
- Analyze the Reconstruction, the Industrial Revolution and their effects on the social, political, and economic conditions of that time.

Key Assignments
- Computer and internet research and homework
- Class work (essays, and written reports)
- Book reports
- Historical analysis/evaluations

Instructional Methods and/or Strategies
- Lectures/Warm-up exercises
- Reading
Assessment Methods and/or Strategies
Quizzes
Chapter tests
Presentation

(History-Social Science Content Standards–Appendix XVIII)

United States History And Geography: Growth And Conflict

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Grade Six

Mathematics
Brief Course Description

By the end of grade six, students will have mastered the four arithmetic operations with whole numbers, positive fractions, decimals, and positive & negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about pi and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Textbook:
Mathematics Concepts and Skills (1) McDougal Littel

Course Goals and Major Student Outcomes
Students will:

• Solve problems involving fractions, ratios, proportions, and percentages
• Calculate and solve problems involving addition, subtraction, multiplication of fractions and integers
• Write and solve verbal expressions and sentences as algebraic equations
• Deepen their understanding and use of the measurement of plane and solid shapes to solve problems
• Identify and describe the properties of two-dimensional figures
• Compute and analyze statistical measurements for data sets and use these to make predictions about events
• Use strategies, skills, and concepts in finding solutions

**Instructional Methods and/or Strategies**
Teaching for mastery
Small group work
Manipulative activities
Lecture
Projector activities
Computer activities

**Assessments**
1. Mid-Term Test
2. Final Exam

(Grade Six: Mathematics Content Standards –Appendix XVIII)

**Grade Seven**
**Mathematics**

**Brief Course Description**

By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Right Triangle Theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percentages) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percentages of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Textbook:
Mathematics Concepts and Skills (2) McDougal Little

**Course Goals and Major Student Outcomes**
Students will:
• Know the properties of, and compute with, rational numbers expressed in a variety of forms
• Use exponents, powers, and roots and use exponents in working with fractions
• Express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs
• Graph and interpret linear and nonlinear functions
• Compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects
• Understand the theorem of right triangle apply that understanding to constructing plane and solid geometric shapes
• Collect, organize, and represent data sets that have one or more variables within a data set by hand and through the use of an electronic spreadsheet software program
• Will use strategies, skills, and concepts in finding solutions

Instructional Methods and/or Strategies
Teaching for mastery
Small group work
Manipulative activities
Lecture
Projector activities
Computer activities
Guided Discovery

Assessment Methods and/or Tools
• Daily Warm-up exercises
• Quizzes
• Chapter Tests
• Mid-Term Test
• Final Exam

Mathematics Content Standards –Appendix XVIII)

Grade Eight

Algebra I

Brief Course Description
Algebra I consists of symbolic reasoning and calculations with symbols. By studying this subject, the students will be able to develop an understanding of the symbolic language of mathematics. In Algebra I, students will also learn how to analytically apply concepts to computational and word problems given throughout this school year. This class is mainly structured to promote multiple ways of solving simple and complex problems.

Textbook:
Algebra I: Concepts and Skills                     McDougal Littell
Supplemental Materials:
Graphing calculators and manipulatives

Course Goals and Major Student Outcomes

- Students understand and use such operations as taking the opposite, finding the reciprocal, taking a root, and rising to a fractional power. They understand and use the rules of exponents.
- Students solve multi-step problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- Students graph a linear equation and compute the x- and y-intercepts. They are also able to sketch a region defined by a linear inequality.
- Students understand the concepts of parallel lines and perpendicular lines and how the slopes of these lines are related. Students are able to find the equation of a line perpendicular to a given line that passes through a given point.
- Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.
- Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
- Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
- Students apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- Students use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
- Students apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.

Key Assignments
Problem sets
Class work & Homework

Instructional Methods and/or Strategies
- A variety of instructional methods will be employed during this course. Portions of the material will be introduced by lecture (directed lesson) to the entire class, the students will
read class textbook and a variety of other material and discuss the topics presented in lecture.

- Teacher will facilitate students working individually or in small groups to solve problems assigned by teacher
- Students will use an investigative approach to solve problems using algebraic equations.
- Students will engage in projects to perform basic algebraic operations, and to use subject matter in solving real-life applications.
- The students will analyze various sets of data provided by computer simulations, actual problem sets, and demonstrations to understand subject matter and its life applications.

**Assessment Methods and/or Tools**
- Objective performance assessment tests
- Midterm exam
- Unit exams
- Daily Quizzes
- Final exams

**Science**

Students are required to take three years of science in middle school. Science classes pay special emphasis on the environment to develop students’ understanding of their planetary stewardship role. Students are taught to take responsibility for the care and maintenance of their immediate surroundings, the planet on which they live, and to develop awareness of their interdependence with the environment. Students will be expected to develop through the Stages of Inquiry, the skill set needed to be successful in all science coursework.

**Grade Six**

**Earth Science**

**Brief Course Description**

Students in the sixth grade Earth Science will learn how to think like a scientist by solving problems creatively and critically and to achieve an understanding of the Earth, its history, changes, and place in the universe. Also, an important focus of this course will be to gain an appreciation of the delicate balance that exists between the Earth and life on Earth. This appreciation for life will drive students to respect the environment and all living things in it. The main topics of this course will include: meteorology, plate tectonics, geology, and ecology. Students will work individually and cooperatively to understand questions by using scientific methods of problem solving through research, experiments, and activities.

Textbook: *Earth Science*  Holt, Reinhart
Additional text and other support resources provided by teacher.

Students will study the following:

- Plate tectonics, which accounts for important features of Earth’s surface and major
geologic events.
- Topography or the reshaping of the Earth's surface by the weathering of rock and soil and by transportation and deposition of sediment.
- Thermal energy-how heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.
- The manner by which the many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.
- Ecology-the manner by which organisms in ecosystems exchange energy and nutrients among themselves and with the environment.
- The resources of the Earth as sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.
- Investigation and Experimentation-the scientific progress made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

**Instructional Methods and/or Strategies**
- Teaching for mastery
- Small group work
- Manipulative activities
- Lecture
- Projector activities
- Computer activities
- Guided Discovery

**Assessments**
- Daily Warm-up exercises
- Quizzes
- Chapter Tests
- Mid-Term Test
- Final Exam

**Grade Six**

(Earth Science Content Standards—Appendix XVIII)

**Focus on Earth Science**

**Plate Tectonics and Earth's Structure**
1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:
   a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and mid-ocean ridges; and the distribution of fossils, rock types, and ancient climatic zones.
   b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core.
c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle.
d. Students know that earthquakes are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface.
e. Students will major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions.
f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

Shaping Earth's Surface
2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
   a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape.
   b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.
   c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
   d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Heat (Thermal Energy) (Physical Sciences)
3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature. As a basis for understanding this concept:
   a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects.
   b. Students know that when fuel is consumed, most of the energy released becomes heat energy.
   c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter).
   d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).

Energy in the Earth System
4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents. As a basis for understanding this concept:
   a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle.
b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light.

c. Students know heat from Earth's interior reaches the surface primarily through convection.

d. Students know convection currents distribute heat in the atmosphere and oceans.

e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.

Ecology (Life Sciences)
5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:

a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs.

b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment.

c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem.

d. Students know different kinds of organisms may play similar ecological roles in similar biomes.

e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources
6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:

a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process.

b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.

c. Students know the natural origin of the materials used to make common objects.

Investigation and Experimentation
7. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Develop a hypothesis.
b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.

c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.

d. Communicate the steps and results from an investigation in written reports and oral presentations.

e. Recognize whether evidence is consistent with a proposed explanation.

f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.

g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).

h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

**Grade Seven: Life Science**

**Brief Course Description**
The Life Science course will examine the major principles involving the study of life. Students will study biological principles of cells, genetics, DNA technology, evolution, ecology, microorganisms, plants, invertebrates, vertebrates, and human physiology. An important focus of this course will be for students to gain an appreciation of the delicate balance that exists among and within living organisms. Students will also gain an appreciation for life, respect for our environment, and all living things in it. Some of the topics students will study include: characteristics of living things, classification of life, viruses, monerans, protists, fungi, plants, the animal kingdom, human biology, alcohol, tobacco, drugs, heredity, and adaptation.

**Textbook**
*Life Science*, Holt, Reinhart, and Winston

Additional text and support resources will be discussed within the course.

**Instructional Methods and/or Strategies**

- Teaching for mastery
- Small group work
- Manipulative activities
- Lecture
- Projector activities
- Computer activities
- Guided Discovery

**Assessment Methods and/or Tools**

- Daily Warm-up exercises
- Quizzes
Grade Eight: Physical Science

Brief Course Description

This course in Physical Science will study motion, forces, and the structure of matter by using mathematical approach similar to the procedures used in high school. Students will examine the major principles involved in the study of science that deals with physics, chemistry, and astronomy. Twenty percent of the course will involve hands-on laboratory exercises. The primary objective is to prepare each student for the rigor of high school science. Current technology will be incorporated into the lecture and laboratory assignments. Each student will acquire scientific research and writing skills. Physical Science students will study the following:

Textbook:
Physical Science  
Holt, Reinhart, and Winston

Instructional Methods and/or Strategies:
- Teaching for mastery
- Small group work
- Manipulative activities
- Lecture
- Projector activities
- Computer activities
- Guided Discovery

Assessment Methods and/or Tools
1. Daily Warm-up exercises
2. Quizzes
3. Chapter Tests
4. Mid-Term Test
5. Final Exam

Physical Education

In grades 6-8, students are required to take three years of physical education. Sixth and seventh grade students will take Beginning Physical Education and eighth grade students take Intermediate Physical Education.

Brief Course Description

During the Fall Semester students will be taught the fundamentals physical conditioning, flag football, soccer, and basketball. The Spring Semester will include softball, volleyball, recreational sports, (i.e. tennis, golf, etc.), team sport stations, and championship playoffs. Students will be taught a four-step lesson plan which includes: introduction/warm-up, daily fitness, lesson focus, and organized game/activity.
Course Goals and Major Student Outcomes
Students demonstrate knowledge of and competency in:
- Motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Achieving a level of physical fitness for health and performance, fitness concepts, principles, and strategies.
- Psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Course Outline
Students will:
- Be exposed to the fundamentals of each unit
- Recognize the importance of nutrition
- Demonstrate self-discipline and initiative by participation
- Be introduced to the basic tools for having an a healthy active lifestyle

Key Assignments
Students will:
- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to learning physical activities.
- Participate regularly in physical activities
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Demonstrate an understanding of the interrelationship between history, culture, games, sports, and play.

Instructional Methods and/or Strategies
- 10 Minute dress period
- Warm-up
- Fitness exercises
- Lesson Focus
- Game and Activities

Assessment Method and/or Tools
- Daily Attendance
- Dress Code enforcement
- Daily Participation
- Self-discipline/initiative
- Proper work habits and cooperation
- Proper hygiene
- Respect for self and others
• Assignments completed and turned in on time

**Visual and Performing Arts**

**Visual Arts: Grade Level 6-8**

**Course Description**

This course is an introduction to visual art. Students who have taken art previously as well as students who have never had an art class will learn about creativity, imagination, studio behavior, the elements of art and the principles of drawing, painting, and design. This course will be an introduction to how art fosters creative ideas and culture, world perspectives, and visual arts. Students will learn how art influences social issues/growth and change. This course will teach the elements of design: line, shape, color, value, texture, form, depth & space. Students will learn to do independent and group projects that emphasize color, composition, painting, collage and a variety of materials. Art from other cultures, art history and the work of well-known world artists will be studied focusing on contributions of African, African-American, Mexican, Mexican-American and South-American Art. Students will learn to share ideas, work together and perceive themselves as integral parts of the world community.

**Textbook:**
*Art School: Draw and Paint.*

**Texts & Supplemental Instructional Materials**
- Accent on Achievement Book 2
- Various concert repertoire: Marches, Pep, Classical, and Pop music.

**Supplemental Instructional Materials:**
- Canvas
- Oil paints
- Art pencils
- Sketch books
- Art videos
- Art books

**Course Goals and/or Major Student Outcomes**

The student will:
- Perceive and respond to works of art, objects in nature, events, and the environment and in works of art, including their own.
- Analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.
- Apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.
- Discuss and write about complexities of choice in personal use of media, the elements of art
• Select three works from portfolio and write about each in terms of elements of art, principles of design, and medium.
• Discuss and write about other Artist's works and their use of media, the elements of art and the principles of design.
• Compare and contrast art from the last 10 years to a major work from 100 years ago or longer, using the elements of art, principles of design and choice of medium as a basis of discussion.
• Experience the use of elements of art, principles of design, and combinations of both, in style of another artist while still maintaining personal originality and integrity.
• Create art pieces utilizing specific elements of art, principles of design, or combinations of both in the style of another artist.
• Make informed decisions regarding media choice, elements of art, principles of design and use these to create diverse work from the same item.
• Use any media render one item three separate times, each in a different media, using the medium to portray the essence of the item.
• Make and use advertising to illustrate a social issue using the elements and principles wisely.
• Research a social issue and make a poster advertising a message, a visual and a place to call for help.
• Discuss the history of posters and artists such as Toulouse Le Trec.
• Use the computer as an aide for linoleum block printing. Carve linoleum and make qualities of prints.
• Use a digital photograph on computer and transfer image to linoleum block for printing.
• Relate key points of artist's lives and works, and show research on a modern artist (from Impressionism forward).
• Write a paper and design an art cube with renderings of art pieces from artist, and present to class.
• Place cubes in a timeline know the difference between African, Oceanic, and North American cultures as pertains to artwork. Make a mask in the style of African art and discuss its importance to modern art.
• See examples of ancient African art in museum setting that have survived over the ages.
• Explore African art books and create a mask out of Paris craft in the style of African art and discuss impact on modern art, especially as it relates to artists such as Picasso.

Course Outline
Activities/Assignments
• Introduction to art/classroom behavior:
• Introduction to Media
• Creative Expression
• Principles of Design
• Cultural Contexts
• Art History
• Movements
• Other forms of modern art movements
• Critical processes
• Career Opportunities – Guest speakers
Key Assignments
Still life drawing
Human form drawing
Original oil painting

Instructional Methods and/or Strategies
Information is presented in lectures, video, readings, and guest speakers.
Concepts are developed through individual and group projects, group discussion and work, library and internet research, and fieldwork.

Assessment Methods and/or Tools
- Classroom participation
- Written and project based tests
- Critiqued by instructor
- Writing reflection and self-evaluation
- Portfolio
- Assessment Rubrics for individual projects

Ceramics
This course introduces students to the basic hand building techniques of pinch, coil and slab instruction. Students are guided to create original designs, quality construction and creative glazing. Once basic skills are mastered, students are encouraged to apply them to optional projects of their choice. Students will construct projects to take home and enjoy.

Electives will be available for all grade levels.

Professional Development

Professional Development will be a rigorous, efficient, creative with a cooperative atmosphere to handle all day-to-day matters and school-based. At SCMS we are aware of the necessity to maintain a staff of professionals who understand the provisions of the charter and agree to uphold and promote the mission and vision of the PCPCS schools. Teachers who are on the same page with regard to the mission and vision and who are like-minded in understanding the curriculum will be an asset to the culture and climate at SCMS. Professional Development is required of all staff and will be offered to all stakeholders. Meetings will be scheduled based on the specific needs of staff and administration. From a needs assessed perspective, administrators will determine the schedule for each school year. The majority of meetings will be mandated for staff. However, some meetings will be offered as choice/elective; some will be scheduled as-needed and some meetings will be designed around a specific topic. All stakeholders, especially parents will be the target audience for certain meetings and others will be open to the general community.

All teachers will be classified as Highly Qualified and on a path of life-long learning. Teachers will be encouraged to participate in continuing education trainings, workshops and coursework to improve their quality of teaching. Teachers will be treated as professionals and held to the highest standards of the PCPCS/SCMS charter; the policy of the authorizing authority LAUSD;
the State of California Education Code; California Standards for the Teaching Profession - the policy of the Commission on Teacher Credentialing and federal guidelines. Professional developments attended by SCMS instructors outside of that offered at the school site must be approved by the Principal. Teachers will immerse themselves in learning how to teach in an environment that features a curriculum that is:

- Student-centered
- Rigorous
- Uses the California Content Standards
- Cooperative
- Culturally-relevant

SCMS will work to improve student achievement by bringing the best practices of curriculum and instruction to students by teacher training. SCMS will provide opportunities for teachers to participate in applicable workshops, conferences, and courses. Teachers will be treated as professionals in their fields. SCMS will provide a teacher learning resource center complete with a library of curriculum and instruction materials, computers and classroom materials. This room will be devoted to recreate the standards- based, brain- friendly classroom where teachers can watch other teachers teach lessons featuring Best Practices. These practicum will reveal methods that work for our student populations from below-basic learners to GATE students.

We will begin each school year with a one-week professional development retreat for organizing, planning, and basic training. The staff will attend a variety of informational meetings throughout the school year. Teachers will have common planning time once a week for departmental and interdepartmental collaboration. Regular professional development meetings will feature personnel and school business trainings; school charter- related workshops; curriculum and instruction- department and inter-department specific. The curriculum and instruction meetings conducted during the school year will cover topics and strategies based on the SCMS constructivist curriculum featuring Best Practices in the areas of California standards- based education; project- based learning; multiple intelligences/brain- based strategies; cooperative learning; CRE strategies and human development education.

Types of Professional Development/Teacher Training:

- Conferences
- Inquiry and Focus Groups
- Analyzing student work
- Off- site school visits
- Peer-coaching and mentoring
- Teacher- directed workshops
- Modeled/demonstrated lessons

SCMS has assembled a team of education community leaders with specific expertise to provide professional development. In accordance with the measurable student outcome goals, professional development will include the following topics (but not limited to):

- BTSA Requirements and Training
- Training in development of individualized, performance-based assessment and data driven instruction (Staff)
- In-service to look at regularly SCMS student demographic with District, state and Federal Accountability statistics focusing on AYP and API (Staff)

- Using Time Wisely during Common Planning
- Cultural Proficiency for ELL and SEL Students
- Cooperative Education and Differentiation of Instruction
- Special Needs: Differentiation of Instruction in the General Ed Classroom
- ELL Students and Preparation for the CELDT

Professional development will be differentiated to address the specific needs of the students in the classroom and the whole child. Teachers working with students designated as SPECIAL NEEDS, GATE, ELL/CELDT, and SEL will attend meetings, along with support personnel, specific to these populations. The following special populations will all be addressed in Professional Development sessions. Each group will be addressed separately with regard to its specific requirements and concerns but all will be addressed with regard to commonalities.

The following are descriptions of content for the specific sub-groups for professional development:

**Special Needs**

In professional developments, teachers of Students with Special Needs based on the dictates of the individual child’s Individual Education Plan (IEP), will learn to optimize learning through awareness of and the incorporation of the following concepts, actions and strategies into their practice:

- Climate – We want our students to think, so we will make the learning environment and instructional processes SAFE! We will create classroom environments that are safe - one where it is safe to make mistakes and take academic risks.
- Stress Reduction - Stress is also an enemy of efficient thinking. Teachers will make sure students know how to reduce stress - teach stress reduction and relaxation exercises.
- Meta Cognition – We will allow students opportunities to examine their own meta-cognitive structures. In other words, we create classrooms where students are allowed to think and explore their own thinking and learning patterns, - how they think and learn best.
- Environments – Teachers will allow students the opportunity to optimize their learning by creating different learning environments for different types of activities. Learn to use different types of lighting, music, or aromas, or silence to create different or enriched learning environments. They will learn how these environmental elements can aid learning.
- Chunking Information – Teachers will learn to pace and chunk material so that it fits the cognitive structure of the students; to organize material being presented so that students have opportunities to encode information in different ways and channel it into the long-term memory.
- Accessing Prior Knowledge – Teachers will make information relevant to the lives of students. Students will learn and retain material, processes, and information that is
perceived as useful, relevant, or of personal worth.

- **Right & Left Hemisphere Activities** – Teachers will use activities that use both hemispheres of the brain and vary thought processes so that they are using both convergent and divergent thought processes, the rational and linear, combined with intuitive and creative thought processes.
- **Varying Experiences** – Teachers will provide experiences that require reflection, experiential learning, and concrete experience and/or application by creating bridges to abstract thought using common experiences, experiential learning, personal reflection, metaphors, similes and analogies. Students practice techniques where they explain things to others using metaphors, similes and analogies, or where they seek common Council through personal experiences. This helps to facilitate communication skills as well as creating bridges for understanding.
- **Group Work Minimizes Risk** - At individual levels, competition frequently kills originality and creativity – teachers will foster risk-taking behaviors when they want students to come up with original answers and products. Make it safe to fail, revise and try again. Please remember that competition at group levels is much less threatening.
- **Down Time** – Students will be given appropriate time in which to be creative and reflective. Creative thought cannot be turned on and off like a switch. It requires time to dream about and develop ideas.
- **Movement Makes the Abstract Concrete**- teachers will allow students opportunities to physically encode information. This means having students move, talk, walk, handle, sing, rhyme, dance, tap out, write, dramatize and so forth, so that they are creating many different pathways to their memories.
- **Pair Share Pattern Making** – Teachers will allow students opportunities to construct and discover patterns, connect the dots, by themselves. Give them opportunities to share discovered patterns with others.
- **Reflection** – Teachers will provide an environment where students find it safe enough to make mistakes. Some of life's most valuable lessons come making and attempting to rectify mistakes. Encourage students to reflect on their mistakes and learn from them.
- **Teaching & Learning Styles** – Teachers will vary teaching techniques - mixing and combining cognitive, affective and physical activities and learning modalities - (auditory, visual and kinesthetic (haptic, digital, tactile) and multimodal preferences).
- **Memory- Enhancing Activities** – Teachers want students to remember something, so the will learn to make it memorable. (music, movement, drama, costumes, hats, art work, mind maps
- **Retention Increases Through Use** - Retention is increased when there are opportunities for students to rehearse learned material, through active discussion, and by teaching and/or tutoring others.

**Gifted and Talented Education**

In order to teach GATE students effectively, it is important to train teachers in the following:

- **Differentiation of Instruction**
- **Affective Guidance: Addressing the Social and Emotional Needs of Gifted Learners**
- **Increasing Thinking Skills: Bloom’s Revised Taxonomy**
- **Learn how the GATE Learner Learns**
In his book "Standing and Delivering, Gradillas, the author describes how Garfield High School’s high poverty - also a key factor in D.C. schools - distorted the effect of the Los Angeles Unified School District's gifted and talented (GT) rules in the 1980s.

"We had a number of what I call NFGT [non-functioning gifted and talented] students," said Gradillas, a former Army ranger. "They had IQs that qualified them for the gifted and talented program but not the grade-point averages. A lot of them were taking Mickey Mouse classes and were in no way living up to their potentials. A lot of these kids lacked both motivation and study skills."

Teachers will be in-serviced on the California State Board of Education Recommended Standards for Programs for Gifted and Talented Students (rev 7/05).

**English Language Learners (ELL’s)**

There is urgency for teacher training to solve the problems and deal with the issues – social, political and economic – around ELL’s in our classrooms due to:

- Changing demographics, increased diversity – schools without capacity or conditions to respond
- Long history of differential treatment and inequities – and of schools agent and battleground
- Highly politicized climate around the education of English Learners
- High stakes, high pressure accountability climate relying on frustratingly inadequate data

Powerful solutions are built upon:

- Knowledge of English Learners’ needs, strengths and the barriers they fact to equal access and opportunity
- Good data on how they are doing
- Understanding of second language acquisition and the implications for effective instruction and program design
- Clarity on goals
- Strong leadership, infrastructure and conditions for implementation

It is determined that it takes five to seven years to become sufficiently proficient in a well implemented program to participate equally with native English speakers.

So a quality program, curriculum and instruction consists of:

- Comprehensive program of English language development
- Full access to a Challenging and Relevant Curriculum
- High quality instructional materials and resources
- Inclusive and Affirming Climate – and empowering pedagogy
- Valid, comprehensive and useful assessment
- Strong family and community engagement
- Supports pathways to meet different needs and typologies of English Learners

Research- yielding data collected for ELL students to gain access to the regular curriculum,
professional collaboration and sharing of best practices all contribute to the construction of curriculum for our sub-groups. Even though subject- matter will be taught in English, we will support our ELL’s in the classroom with teacher training in instructional methodologies that work for them and for other special learners. General education teachers will be trained in the use of (1) differentiation of instruction (2) Multiple Intelligences (3) Language Acquisition and Brain- based Learning (4) Culturally- relevant education. Certificated training in the CLAD, BCLAD and LDS will be required for teachers of these students. We will hire teachers who are bi-lingual whenever possible and encourage staff to take coursework in Spanish. We will provide intervention and tutoring when necessary to increase English language proficiency. We will foster home support and parent involvement by providing a variety of information in the student’s primary language. Translators in the primary language will be provided for community meetings, parent meetings, and parent-teacher conferences, including Open House and Back-to- School nights, as well as other events where the parents may attend.

Standard English Learner’s (SEL’s)
The groups of Standard English Learners also include: Native Americans, Mexican Americans, and Hawaiian Americans. They currently experience the most educational difficulty in American schools. Factors that Influence Academic Achievement in SELs are:

- Language Variation
- Status in Society
- Educator Attitudes (deficit perspectives)
- Cultural Diversity

Professional Development Criteria
There are interactive teaching modalities that emerge from the principles of a rigorous, standards based constructivist curricula, that features project based learning using brain based and cooperative learning instructional strategies against the backdrop of culturally- relevant education. Each teacher will be held accountable (a) to learn and develop as a teacher (b) to become proficient culturally (3) to be adept at delivering the curriculum (4) to become a creative instructional leader and (5) to create a brain- friendly classroom for learning and growing.

Standards- based Lesson Planning/Co-planning Professional Development
Teachers will be given the opportunity to plan lessons during staff development time. Co- planning is vitally necessary for a project-based curriculum. Teachers will work together in teams and individually to design standards-based lessons through objective development for project- based learning. Using the LAUSD model, the Standards- based Instructional Process Criteria Chart, we will design lesson plans from a backward- planning model.

Standards-Based Lesson Planning is based on general guidelines:

- Plans must be formulated so that they reflect the specific learning intentions of the teacher in regard to the cognitive, affective, or physical growth of students.
- Teachers should be able to relate individual lessons, learning intentions and/or lesson objectives back to the curriculum goals as well as to the standards.
- Plans should be easy to follow and learning objectives should be clearly stated.
- Plans should be easily understood by readers other than the developer.
Teachers and co-planning partners will write plans together as well as individually. The criteria for lesson planning will be based on a backwards-planning model. The assessment will be designed first to provide teachers with the guidance to determine the students learning goals and the objectives. Activities will be designed so that all students, all learners will be able to access the learning through differentiation of instruction based on how they learn best.

Objective Selection: Lesson Planning Segment

Teachers will plan their lessons around the following objectives, focusing on the Cognitive, Affective and Physical domains.

- Behavioral
- Non-behavioral
- Holistic

Behavioral Objectives

These types of objectives indicate the specific behaviors students must demonstrate to indicate that learning has occurred.

- They are easy to write.
- They are easier to categorize by domain (Cognitive, affective, physical/kinesthetic/tactile).
- They are more easily evaluated. (usually by objective methods.)
- May easily be designated for enrichment or acceleration into categories of:
  - Must know
  - Need to know
  - Nice to know
  - Or introduced, developed, mastered.

Non-Behavioral Objectives

These types of objectives have the following advantages:

- They can be more artistic -- not as rigid.
- They can be more reflective of real life problems.
- Several domains may be combined within one objective.
- The teacher can easily solicit input from students. (Evaluation of these objectives is more subjective, or authentic.)
- When you are integrating material, the non-behavioral format facilitates integration more easily. Therefore, several subject areas or different content may be easily incorporated into one objective.

These types of objectives are more open-ended and allow teachers to create related experiences based on students’ interests and motivational levels. While educational objectives are currently written in the most common form as behavioral objectives (those using explicit verbs), at more artistic and sophisticated levels objectives may be written also as problem-solving objectives, or applied learning project objectives.

For example, a plan that has a problem-solving objective would look like this:

- Statement of the problem.
- Conditions - include product specifications. These usually refer to how the
problem looks or desired standardized components within a final product. Conditions can be used as portions of the assessment procedure. Some problems may be so open that they don't require conditions.

- Parameters - are detailed restrictions on solving the problem. These may be either very general or very specific and, again, can be used to help determine assessment.
- A partial or complete list of process skills and/or subject areas needed to solve problems.
- A listing aims and goals met by completing the problem. This may be done before the statement of the problem or after the problem statement, or in the context of a grading rubric or checklist.
- Methods of evaluation and/or evaluation forms.
- A rationale statement - this should include a brief statement as to why you are having students do the problem. This may include a restatement or be part of the aims and goals statement.
- Materials' list.
- A listing of teacher's responsibilities within the problem.

Designing lesson plans that are for applied learning projects is the most artistic form of teaching teachers literally orchestrate lessons by preparing a field, developing an immersion experience or investigation, and then allowing students to actively explore and discover ideas and Council. Learning takes place within the context of students' investigations, as they engage in activities and conversations, or within the context of their own active experimentation. It is a cause and effect relationship.

- Flexibility, adaptability and preparedness are key to the success of this type of teaching.
- Teachers add credibility to these types of learning experiences by reflectively or actively evaluating them as formal learning.
- Due to the nature of this form of teaching, learning and actual achievement must be evaluated for achieved objectives after the activity is completed or portions of the activity are completed.
- The teacher has the obligation to the students to inform them of their accomplishments and achievements at the end of each activity or session. This can be done through discussion or through openly charting progress.
- Formal assessment may be achieved through annotated records, checklists, observations, projects, portfolios, or presentations.

**Holistic Objectives**

Teachers can design holistic teaching practices by creating lessons which incorporate learning experiences from all three domains: the cognitive (thinking), the affective (feeling), and the psychomotor or physical (kinesthetic, tactile, and/or physical). This process creates additional neural pathways. This allows learners to more easily remember material and processes. In the past there has been an over-dependence on writing just cognitive objectives. It will be easier to develop holistic objectives in some areas of study over others. For instance, some educators find it hard to form affective objectives in the area of math. While this may be true, it is imperative for educators not to intentionally ignore instances where an array of domains can be included in lessons.

*The most powerful way to develop creativity in your students is to be a role model. Children*
develop creativity not when you tell them to, but when you show them.”

Robert J. Sternberg. *How to Develop*

---

**Student Creativity/Thinking Skills for GATE: Looking at Bloom’s Professional Development**

The implications and suggestions for best teaching practices and optimal learning:

Learning environments are created which immerse students in a learning experience. Teachers and students build a rainforest in the classroom complete with stuffed animals and cardboard and paper trees that reach to the ceiling. Teachers take students hiking using a compass to explore and identify plants and insects. Middle school teachers take a field trip to a company to have students shadow an employee all day. Teachers of science have students experience weightlessness by scuba diving in a swimming pool.

An effort is made to eliminate fear while maintaining a highly challenging environment. Teachers play music when appropriate to set a relaxed tone in the classroom. Bright lights are dimmed. Guided Imagery (videos of nature are used to calm students). All students are accepted with their various learning styles, capabilities and disabilities.

The learner consolidates and internalizes information by actively processing it. Information is connected to prior learning. The stage must be set before a unit of study is begun by the teacher. Teachers must allow the students to attach new information to prior knowledge so the new information has something to latch onto. Discussion, presentations, power points, videos should be shown to grab the audio-visual learners; skits, role-playing, scene study and living theatre is a great way to bring E/LA and History alive. Experiments and manipulatives, projects and research bring Math and Science to life.

**SPECIAL POPULATIONS**

- English Language Learners
• Socioeconomically disadvantaged
• Gifted and Talented
• Students achieving below grade level
• Students with disabilities

SCMS will strive to address the academic needs of all special populations of students including, but not limited to: economically disadvantaged students, single pregnant women, single parents, foster youth, students preparing for non-traditional training and employment as well as students with other barriers to educational achievement such as limited English proficiency. SCMS will target these special populations through specific academic counseling sessions that will be held in the Center for Student Development facilitated by the Principal, the CAO and teachers trained as facilitators for pull-out and push-in sessions and to conduct Student Success Team meetings for the purpose of identifying learning and post-secondary goals. They will be directed to mentoring and peer tutoring programs as well as receive social needs assessments, one on-one counseling services, and flexibility with scheduling. SCMS will make every effort to ensure students in special populations have access and equity to available social services, Career Technical Education programs, job training programs, college and career counseling. SCMS recognizes the significant challenges faced by students in special populations and will ensure their access to programs that empower them to utilize the educational resources available and receive the support they need.

**English Learner Instruction**

[Charter School] is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), [Charter School] shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

• How ELs’ needs will be identified;
• What services will be offered;
• How, where and by whom the services will be provided;
• How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

SCMS shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.
SCMS shall administer the CELDT annually. [Charter School] shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

English Learners (EL) includes both Redesigned English Proficient (REP) students and Limited English Proficient (LEP) students. LEP students demonstrate limited English proficiency and have not been reclassified as REP students. They take English Language Development (ELD) courses designed to enhance fluency while they are learning English language skills. REP students have demonstrated proficiency in English Language through a variety of criteria as discussed below and are enrolled in English-only courses.

ELL and LEP students will be directed into ELD READ 180 Stage B program by Scholastic. READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Any student whether s/he is a special needs student or an underperforming gifted student can benefit from the guided reading, silent reading and reading assessment associated with READ 180. In addition to Read 180, teachers will learn how to differentiate instruction so that all learning styles are considered in the learning process. Teachers will also lead students in guided sessions of reading and discovery.

Overview

SCMS will meet all applicable legal requirements for English Learners (EL) as it pertains 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 requirement. SCMS will implement policies to assure proper placement, evaluation, and communication regarding EL’s and the rights of students and parents. The SCMS English Learner program will be research based reasonably designed for effectiveness, and regularly evaluated for effectiveness. SCMS will use Pearson’s Language Central 6-8 as the primary source for English Language Arts.

Home Language Survey

SCMS will administer the home language survey upon a student’s initial enrollment SCMS (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test (CELDT) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. The 30 day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other
students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment. SCMS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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

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

Strategies for English Learner Instruction and Intervention

SCMS is dedicated to providing EL students with an exceptional education and transitioning them into English proficiency as soon as possible. However, we also recognize the importance of valuing students‘ native languages, and will reinforce an appreciation for the cultures, customs, and languages of all students through the school’s core curriculum, enrichment programs, and life-skills curriculum.

SCMS will seek to hire faculty who have received Cross-Cultural Language and Academic Development (CLAD) training and certification or the California Commission on Teacher Credentialing recognized equivalent. As many of our students are English Learners, all faculty will employ scaffolding techniques, performance based instruction, reciprocal teaching, Specifically Designed Academic Instruction in English (SDAIE) teaching techniques, multi-faceted approaches to addresses various modalities and learning styles of students with auditory, visual, and kinesthetic learning strengths as well as other innovative practices to ensure that all students are provided with multiple avenues to access the curriculum.
For both REP and LEP students, special programs will be developed to maximize time for students to interact with native English speakers in their classes through language exchanges, culturally directed events and outreach opportunities for EL students. Students who enter SCMS identified as EL will be offered voluntary tutoring after school. Immersion in the classroom is the preferred model for mastering the English language. EL students’ English Language Development progress is monitored by certificated personnel, and qualified staff. Using Read 180 and Prentice Hall curriculum tools for our REP students, our goal is to transition EL students into the general education program prepared for academic success as soon as possible.

SCMS will ensure that teachers are trained in SDAIE techniques, have CLAD certification and are otherwise qualified to teach our EL students. Should a student not be officially identified as EL, but nevertheless struggle with mastery of the English language, s/he will be monitored regularly via various assessment techniques to ensure mastery and retention of the material.

Teachers will be trained at SCMS to utilize best practices for the introduction of the lesson. The lesson will feature brain-friendly SDAIE strategies that help students understand the material. Their learning styles are the basis for co-operative grouping with regard to the method of delivery so that the best product is produced. With regard to the SDAIE strategies, they parallel the concept of differentiation of instruction innately and they are brain-friendly instructional practices for the most part. Some of the SDAIE instructional strategies that we will expect teachers to implement in delivering the curriculum are:

- **Anticipatory Set** - to test prior knowledge and prediction skills
- **Brainstorming** - to outline or gather creative ideas before writing or doing projects
- **Matrix** – use a chart for listing items as a tool in critical thinking, such as, characteristics for analysis, comparison and contrast, or cause and effect
- **Idea Starts** – use of quotes, photographs, an article, a poem, an object, a film or a guest speaker to get students started in a writing assignment
- **Learning Logs** – double-entry journals with quotes, summaries, notes on the left and responses reactions, predictions, questions, or memories on the right

SCMS will translate written materials sent home as needed to ensure that parents/guardians of EL students understand all communications and are involved in all processes related to the English language development of their student.

**Socio-economically Disadvantaged Students**

Competition is the lifeblood of the traditional American education. Whereas, cooperation has been relegated to an innovative strategy. Competition exists among schools that are basically performing at the same levels not across socio-economical boundaries. Rich students do not compete against poor students. As Americans, we know that there is potential in all students, even the poorest ones. Surely there is a great percentage of these students who, if given the chance, would thrive and overcome the obstacles of poverty, if they attended schools in affluent neighborhoods. Very few will have that opportunity therefore, we at SCMS want to offer these students that type of education in their own community. The denial of opportunity to these students has been evident at many school sites across the nation. Efforts of reform are needed and we want to use our culture and climate based philosophy to serve the needs of this subgroup. The barriers to school success that confront so many Black and Hispanic students can be
eliminated. Educators at SCMS will be given the professional development and those opportunities to enrich the lives of hopelessly children.

“The deadliest form of violence is poverty.” – Cummins Two America, Two Educations

SCMS will be designated as a Title I school with students designated as having a low socio-economic status. SCMS aims to enhance the education of our students by lowering class sizes to ensure a quality education for all students. Lower class sizes will increase access to the instructors, curricular material, and enrichment opportunities and will enable students to benefit from more focused attention.

We will offer tutoring programs before and after school funded through Title 1 to address the academic achievement needs of our low socio-economic students. We will make every effort to provide access to social and psychological community resources for students and their families to ensure students come to school well prepared to learn and succeed in their academic goals. Family surveys will be conducted to determine areas of greatest need for these students and their families. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we will offer channels for students, their parents and family members to gain access to community resources that can assist with their areas of greatest need including: food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

**Gifted and Talented Students**

This student population will be identified by many methods such as CST, Grades, Gifted and Talented Education (GATE) and recommendation from teachers.

We believe that all students are entitled to receive a content rich, academically rigorous educational experience that prepares them for a multitude of post-secondary possibilities. We are committed to meeting the needs of our gifted students. Students designated as gifted and talented are enrolled in rigorous honors courses where they are challenged among their peers as a method of differentiated instruction. All teachers of gifted and talented students are required to complete on-going training in their subject area in differentiated instruction.

High achieving students will be instructed through varied and rigorous instructional methodologies including, when appropriate, independent study opportunities, multi-step student-directed projects, creative media format projects, mock situations such as mock-trial and mock-crime scene investigations, deductive and inductive studies, hands-on experimentation, extension assignments designed to engage gifted learners beyond the classroom.

Additionally, classroom teachers will assist in finding opportunities for these students achieving beyond grade level to engage at challenging levels through course placement, peer-tutoring, and internship/community college courses that meet their needs for demanding instruction. Counseling for low-achieving gifted students will also be implemented to encourage maximum engagement and student achievement and satisfaction within SCMS. Low achieving gifted students will be identified through regular progress reports and from teacher observations. Students who are designated gifted and are earning below satisfactory progress reports will be referred for intervention as needed. Enrichment opportunities such as field trips and visits to community and real-world locations to apply learning will also be
available for gifted students. Outreach to colleges and universities will provide greater possibilities for all students, including our high achieving students. We believe that successful college and university applicants are exposed to experiences resembling university life and education while in middle school.

Portfolios and exhibitions are particularly useful in assuring that students are accountable for working to potential by customizing expectations to the learner. Students working at different paces will sometimes be paired so that students excelling in a particular subject help students struggling with material more challenging. People can deepen their understanding of teaching through the process of teaching others.

**Students Achieving Below Grade Level**

A 2007 Walden University study on underachieving at-risk middle school students explored the effects of a specific intervention on underachieving and at-risk middle level students. Interventions included: (a) a hands on approach, (b) instruction on multiple intelligences, (c) emphasis on student organizational skills, (d) differentiated instruction, and (e) specific communication techniques. The experimental group consisted of 39 at-risk and underachieving seventh graders and the control group numbered 53 students with varied behavior histories. Using a quasi-experimental design including pretest/ post test and control/experimental group comparisons this study measured changes in student academic performance, attendance, behavior, and self-esteem. The researcher employed a paired-samples test and a t test for independent distributions. Results indicate significant improvement in the areas of academic achievement and behavior. Point bi serial coefficients of association indicate specific improvement for students receiving free and reduced lunch, determining that free lunch status related strongly to errant behaviors prior to treatment but that after treatment, the lunch status was not a significant correlate. The noted improvements may be due to the active and engaging strategies provided by the treatment. Such improvement may help more students find success at the middle level and reduce the number of students who drop out of school before graduation.

*Hilger, Susan Burkeen, Ed.D., Intervention strategies for underachieving and at-risk middle-level students, Walden University, 2007*

**Underachieving Student:**

It is the goal of SCMS to provide a classroom environment that is developmentally appropriate and provides core instruction and interventions that are designed to close the achievement gap. In order to effectively support students who are struggling to meet grade level standards, we will:

- Promote early identification of low-performing students and students with special needs;
- Provide research based intervention programs and materials for in-class support, afterschool and summer interventions; and
- Provide ongoing professional development to strengthen teachers' skills in assessing and implementing appropriate in-class intervention strategies.

Students who are identified as at-risk or as performing below potential will be evaluated on a case-by-case basis using formative and summative assessment tools. SCMS will use information
gathered from all mandated state tests as well as local curriculum-based assessment data and SCMS benchmark assessments administered each quarter as described in Element 2. This information will also be included in each student's individualized learning plan. Interventions will be provided in language Arts and mathematics, the two core subject areas that have the greatest impact on API scores.

**Intervention Strategies for Academic Deficiencies**

In the last few decades, there has arisen a mania for testing which has resulted in becoming the main criteria whether districts are being successful in educating all children; whether schools are holding teachers accountable for teaching to the test in order to raise API and make the numbers in its AYP scores; and whether teachers are utilizing the pacing plans and periodic assessments to check the temperature of the child’s aptitude so that their classes are proficient and not below basic.

Because the mission of education to educate the masses is shifting to more specialization and individual development, each child must be taught to develop new skills but to discover their attributes, talents and skills and to master that which the child already naturally possesses. Tests are good to determine where a child is and what skill sets and knowledge that child needs to acquire to enable them to become competent and proficient and able to pass entrance tests to college or the career market. Tests must be given to children early on to determine their natural intelligence in order to determine how that particular child’s brain works. There must also be tests given to help to place students with teachers and in classes that work to not only enhance their natural intelligence but also their emotional intelligence. Teachers must be taught to teach to the brain if we are trying to develop young minds. When a child is not keeping up with the pacing plan, that child should be able to go at his own pace with interventions.

What kinds of interventions work best for the child depends on how that child can best be engaged in the learning process and make those interventions available not only after the child is showing signs of disengagement but also before. There should be preventative measures in place so that the child knows there is built in support if he or she should happen to get a C in Algebra I or when he or she is getting an A in Algebra I and wants to move forward. That is the only type of pacing plan that actually works because in Algebra I students need to master the basic skills first before moving to the abstract. So there must be various types of interventions available so the child can be placed in the group that suits his natural intelligence, so that he gets it! For example, if the child is visual-spatial the tools for that classroom would best enhance that child’s ability to engage in his or her learning style by using visual representations of information, photographs, film, and story boards – primary source materials and student -created materials.

Some types of academic interventions that we will institute when needed are:

**Individual Learning Plan**

Each student will have an individual learning plan. When the student is having problems in the classroom, the **ILP team** will meet in Council with the student, the teacher and the student’s family to determine what interventions will work best for the student. The plan should be a road map to success, i.e. graduation. Each student will have a plan that should get him to college or
develop a post-secondary education plan to prepare the student for the next phase of his educational career.

**Pre-Programing Testing**

For scheduling classes and programming students, it is necessary to have assessed that child’s immediate needs in certain areas in order to place that child in the proper classes within the appropriate level.

**Discussion**

The teacher can lead small discussion groups. In Discussion, the student gets to ask questions and work through problems in small, no more than 10 students per, group.

**Laboratory**

When funding allows, students can work at his/her own pace in self-directed practice classes in the computer lab on specific skills in all content areas. Students can apply and practice their skills in computer-based projects such as research, term papers, Power Point presentation, publishing, web design etc. The student is limited only by his skill level or creativity. Later in the term of the SCMS charter, of budget permits, classes in the computer lab will be part of the content area curriculum - such as **Read 180**.

**Co-Teaching**

While one teacher is lecturing or explaining a concept, the other teacher roams the classroom troubleshooting student work. This can be a tag team teaching strategy.

**Peer Tutoring**

Students who are doing well in a class and would like to help other students learn can sign up for peer tutoring.

**Intervention Classes**

Classes will be offered in Math, Science, English and History during the school day if the student needs to make up a class or needs a regular intervention class in addition to his regular class.

**Professional Development**

Teachers can get hands-on training in working in an area of their choosing to increase skill levels for their students in areas such as the study of natural and emotional intelligences, multi-cultural curriculum, instructional strategies, lesson planning and implementation, co-planning and best practices demonstrations.

**Mandatory After-School Intervention**

Students who are in danger of failing any class must have participated in any one or many of the
above programs first before being given after-school classes. Students may test out of this program only when the student can show proficiency.

**Special Education Program**

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* (~MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools. Prior to Los Angeles Unified School District (LAUSD or District) Governing Board approval, Summit Charter Middle School will either execute a Memorandum of Understanding (MOU) by and between the Los Angeles Unified School District (LAUSD) and Summit Charter Middle School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (SELPA) Local Plan for Special Education.

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (~MOU), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs

**Compliance with Child Find Activities for Conversion Schools**

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District’s brochure, ~Are you Puzzled by Your Child’s Special Needs,1 prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., The IEP and You).

**Modified Consent Decree Requirements**
All Charter Schools chartered by the Los Angeles Unified School District (LAUSD or the District) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (MCD) and other court order imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (IEPs) (IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District’s current Student Information Systems (SIS) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.

# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

# Graduation Status of 12 Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System. (ISIS). ISIS is a suite of applications which is designed to capture all District student data.
ELEMENT 2: MEASURABLE STUDENT OUTCOMES

The measurable pupil outcomes identified for use by the charter school. Pupil outcomes, for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.

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

SCMS will meet all statewide standards and conduct the pupil assessments required by California Education Codes including The California Content Standards Tests, CAT 6, and CELDT. The CSTs are the state-mandated assessments given which will measure students’ growth toward mastery of state standards in the core subjects—mathematics, science, and history, English. SCMS will transition to the Smarter Balanced Assessments when they are operational and ready for use in California in 2014-2015. All stakeholders of SCMS will work towards meeting the annual measurable objectives established by NCLB. We expect to have a minimum API growth rate of 5%. It is our goal to exceed the minimum API growth target set by the state and to meet AYP on a yearly basis. This includes working with our students to achieve proficiency on the California Standards Tests by the timeline established by the federal government. One hundred percent of students who are continuously enrolled at SCM for three years will culminate on time.

SB 1290 revised Education Code sections 47605 to specify that “all groups of pupils served by the charter school” means “a numerically significant pupil subgroup” as defined by Education Code section 52052(a)(3). In particular, section 52052(a)(3) (also recently revised), specifies that a “ numerically significant pupil subgroup” is one that meets both of the following criteria:

(1) The subgroup consists of at least 50 pupils, each of whom has a valid test score; and

(2) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

For a school with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

Examples of potentially significant student subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. (Ed. Code § 52052(a)(2)(As revised by Assembly Bill 1668, effective 1/1/13.)
Standards Based Curriculum

A standards-based curriculum is one that provides for each essential subject area the specific content to be known and understood and the specific skills to be acquired. The California State Board of Education (CSBE) and State Superintendent of Public Instruction (SSPI) have adopted standards-based curricula for the essential subject areas of Language Arts, Mathematics, Science and Social Studies. SCMS will use these California standards as the center of its academic programming and will transition to the Common Core. SCMS will also use the standards in the areas of Fine Arts and Health/Physical Education. The faculty of the Charter School will use the California Department of Education Curriculum Frameworks in these subject areas, and from the frameworks SCMS will derive a working set of student performance standards.

Goals for the Demonstration of Skills, Knowledge, and Attitudes – Measurable Outcomes

SCMS shall meet all statewide standards and conduct student assessments required pursuant to Section 60605 and 60851 of the California Education Code and any other statewide standards authorized in statute or student assessments applicable to students in non-charter schools.

SCMS shall strive to meet its API growth and AYP under the NCLB. Courses will prepare middle students to meet high school —A-G requirements of the University of California and the California State University, and meet accreditation standards as established by the Governing Board of the Western Association of Schools and Colleges.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meet AYP annually</td>
<td>AYP determination</td>
</tr>
<tr>
<td>Meet Academic Performance Index Growth Target Annually</td>
<td>Academic Performance Report</td>
</tr>
<tr>
<td>75% of students will perform at or above proficiency in each core discipline</td>
<td>Benchmark assignments, formative and summative assessments given each semester</td>
</tr>
<tr>
<td>All students will demonstrate 5% gains in each area of CST scores each year</td>
<td>Annual STAR test</td>
</tr>
<tr>
<td>15% of students achieving at the Far Below Basic or Below Basic will increase proficiency to move up to Basic or above.</td>
<td>Annual STAR test</td>
</tr>
<tr>
<td>10% of students achieving at the Basic level will increase proficiency to move up to the Proficient level or above</td>
<td>Annual STAR test</td>
</tr>
<tr>
<td>5% of students achieving at the Proficient level will increase their proficiency to move up to the advance level</td>
<td>Annual STAR test</td>
</tr>
<tr>
<td>Raise API by 25 points for the 2013, 2014 school year. Raise API to 750 by end of five-year charter term</td>
<td>API scores</td>
</tr>
<tr>
<td>100% of eligible students will culminate to 9th</td>
<td>Culmination data for eligible students</td>
</tr>
</tbody>
</table>
Promotional Standards

Mastery of the standards for each course will be the basis for promotion. SCMS teachers will assess a student's progress on a quarterly basis (benchmarks) in order to determine whether the student is mastering the objectives throughout the year. The program design of SCMS is to ensure that all students succeed. Extended day programs will provide teachers with the time needed to do remediation work when necessary. Students who are in jeopardy of retention may be individually counseled and given extra help in their specific areas of concern. Students who continue to struggle may be provided with tutoring from outside source which includes afterschool tutorial services such as Supplemental Educational Services (SES) tutorial services. In addition to progress reports, in-class tests and teacher observations, students’ STAR and California Standards Test scores, and where applicable, the California English Language Development Test scores will also be taken into account for promotional purposes along with applied learning projects and the yearend Portfolio.

Attendance Requirements

SCMS will comply with Education Code Section 47612.5 in regard to the annual required number of offered minutes of instruction. SCMS will be willing to be flexible within our selected schedule and calendar. Attendance is required of all students during school hours.

SCMS will not accrue attendance credit for any student who is absent from school. Students with excessive absences may fail to meet course requirements. Students who are frequently absent will be referred for appropriate intervention through the SST program.

Accountability

All stakeholders in the SCMS community are responsible for providing the opportunity and environment conducive to student achievement. The SCMS Governing Board will be accountable for monitoring and assessing student progress and continued evaluation of ways in which progress may be improved. Students and parents are ultimately responsible for achievement of the above-entitled goals.

SCMS will strive to ensure that all students demonstrate mastery of at least 75% of curricular material in each core discipline. Those students who do not demonstrate adequate mastery will receive mandatory intervention via remediation/acceleration programs as necessary. These programs will be offered before and after school, on Saturdays, and during summer and winter sessions.

All students will demonstrate 5% gains in each area of their CST scores each year.
Element 3: Outcomes Measurement Process

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

**Underlying beliefs regarding student assessment**

We believe that assessment of student progress is an essential tool for student learning, teacher growth and school-wide improvement. Assessments are used to provide students the opportunity to monitor and reflect upon their own learning. In addition, assessment information will drive teacher discussions, lesson planning, and professional development needs. Assessment data (e.g. standardized, anecdotal, and performance) will be analyzed on an on-going basis to determine student progress towards mastery of content standards.

**Monitoring Progress in the Instructional Program**

In order to effectively utilize student assessment data, Summit Charter Middle School, through the Professional Learning Communities model (as previously described), has a structured plan for monitoring our instructional program.

At the beginning of each year, each department will analyze CST data. Four corollary questions will be used to spur improvement:

- What do we want students to learn?
- How will we know that they have learned it?
- What will we do if they don’t?
- What will we do if they do?

From these questions, departments will determine which common assessments to utilize throughout the year to measure progress in identified areas for each grade level. Benchmarks will be set for progress and each department will present its plan to the Curriculum Committee.

Data will be collected electronically in a database, and will be disaggregated and analyzed in order to determine the spectrum of instructional needs presented in the courses. This information will be used to help teachers differentiate their curriculum, for intervention and acceleration.

During the school year, there are four pupil free days in which departments will analyze their progress utilizing data from their identified common assessments for each grade level. Although the pupil free days provide released time for departments to analyze, plan, and share their progress, the monitoring of data will take place more frequently, as determined by each department.

This work will be led by the department chairs, the principal, and the directors. This group will meet to discuss data collection, team development, materials, and professional development needs. They will communicate the school’s progress to the Curriculum Committee. If the data should
present areas of weakness, then recommendations can be made by the Curriculum Committee for professional development, instructional materials, time allocation, interventions, etc., to address the areas of concern. The principal will be key to providing insight through classroom observations and supervision of instruction.

Data on progress will be shared out quarterly to the whole staff, the Curriculum Committee, students, parents, and the Board of Directors. School progress will be reported via staff meetings, committee meetings, school newsletters, and other methods as they become identified.

**Forms of Assessment**

In order to support our instructional program and meet our identified student outcomes, assessment measures will take various forms:

**State Standardized Assessments:**

Summit Charter Middle School will conduct all required statewide standards and pupil assessments. The following annual assessments will measure our students’ progress in meeting the California Content Standards.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Time</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual CELDT</td>
<td>Fall</td>
<td>6-8</td>
</tr>
<tr>
<td>Initial CELDT</td>
<td>Ongoing</td>
<td>6-8</td>
</tr>
<tr>
<td>CA Physical Fitness Test</td>
<td>Spring</td>
<td>7</td>
</tr>
<tr>
<td>CA Writing Assessment</td>
<td>Spring</td>
<td>7</td>
</tr>
<tr>
<td>Aprendas</td>
<td>Spring</td>
<td>6-8</td>
</tr>
<tr>
<td>STS</td>
<td>Spring</td>
<td>6, 7</td>
</tr>
<tr>
<td>CAPA</td>
<td>Spring</td>
<td>6-8</td>
</tr>
<tr>
<td>CST</td>
<td>Spring</td>
<td>6-8</td>
</tr>
<tr>
<td>CAT/6</td>
<td>Spring</td>
<td>7</td>
</tr>
</tbody>
</table>

**Periodic Assessments**

Ongoing, periodic assessment is an integral part of the teaching/learning process. Assessment of student progress will be both formative and summative, and occur at the end of units of study, after individual lessons, and periodically when students have had opportunities to internalize new concepts.
Assessment tools for the core:

English Language Arts:
We will utilize assessments from the Prentice Hall: Timeless Voices, Timeless Themes program. Diagnostic assessments will be utilized to form an improvement plan and within the program are resources with a test bank and an online student practice assessments.

In addition to what is provided within the Language Arts program, for our most struggling students, assessments for reading levels will be conducted every 6 weeks using the California Reading and Literature Project: Results assessments (Fry’s, Mecleod, Basic Phonics Skills Test). Teacher created assessments may also be used as a vehicle to further isolate student learning of essential Language Arts standards. Progress in English Language Development will be measured by teachers, on a quarterly basis, using an ELD standards checklist.

Math:
We will utilize the assessments in the University of Chicago School Mathematics Project: Grades 6-12. They include chapter, cumulative, and performance-based tests. Teacher created assessments may also be used as a vehicle to further isolate student learning of essential math standards.

Science:
The CPO Focus series provides pre-assessments, a multi-format bank of assessment questions for each chapter, and questions that address three different ability levels. Teacher created assessments may also be used as a vehicle to further isolate student learning of essential science standards.

History/Social Science:
Assessments will be administered according to the pacing of chapters within the History Alive! program. Teacher created assessments may also be used as a vehicle to further isolate student learning of essential Social Science standards.

Performance Assignments
Assignments are more open-ended and informative than multiple-choice exams. Performance assignments give the teacher the opportunity to see if students truly understand important concepts and can apply them to actual work. Each department will develop performance assignments to be administered within the specific courses.

Personal Learning Plans
Each student, in partnership with his parents and teachers, will develop a Personal Learning Plan that is focused on individual strengths, needs and desires. The plan is used as a tool for guidance and reflection throughout the school year. The plan will be used informally as a tool for guiding work of the students and teachers throughout the year. On a quarterly basis students will reflect on progress made during that quarter and modify or set new goals. At the end of each year, along with culminating parent conferences, the plan will be reviewed in its entirety for absolute and growth measures of achievement. It includes the following basic elements and may include other components as determined by the student, parents and teachers:
• Personal Statement – a letter written by the student that describes her educational strengths, weaknesses, interests and future desires.
• Parental Statement – a letter written by the parents that describe how they intend to support their child’s personal learning plan.
• Recommendation letters – letters from other adults (non-related) that highlights the student’s strong personal traits and qualities.
• Content Area Standards – a selection of essential standards that are based upon the student’s areas of need. This will serve to inform faculty in planning for differentiation.
• State testing information
• Previous year’s Personal Learning Plan accomplishments (7th & 8th)
• Subject Area reflection – goals for each subject are made on an annual basis, connected to the content standards
• Self-selected areas of focus – related to life skills, service learning, technology, social skills, etc.

Teacher Made Assessments and Observations:
Teacher made assessments and observations will also serve to indicate the level of student progress towards the outcomes.

Grading Policy
Summit Charter Middle School will grade students based upon mastery of content standards, the school wide expected learning results, effort, and progress. Rubrics will be used to grade work that is more qualitative. Qualitative assessments will be based upon a 5-point rubric. The Personal Learning Plans will also be included in course grades when connected to a course (i.e. A student’s goal in her Personal Learning Plan for Social Studies will be counted towards the Social Studies grade). Quantitative assessments will be based on percentages.

Progress will be demonstrated as a percentage earned and a corresponding letter grade will be assigned.
Student Progress Reports
Summit Charter Middle School students and parents will receive a formal progress report on a quarterly basis. Informal progress notices will be sent home on a monthly basis, so that students and parents can receive more timely feedback on areas of strength and need. The report will utilize multiple measures (course assessments, performance assignments, rubrics) to demonstrate progress in the achievement of content standards. In addition, students will self-assess their progress and evaluate their progress with their Personal Learning Plan.

Satisfaction Surveys
Summit Charter Middle School will administer an annual stakeholder survey in order to assess progress in metric areas, other than standardized tests, such as parent and student satisfaction.

Testing
The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the Charter School hereby grants authority to the state of California to provide a copy of all test results directly to the District as well as the Charter School.
Accountability

All Summit Charter Middle School stakeholders are held accountable for student progress. The principal will be the primary person responsible for the implementation and operation of the school. The principal will be evaluated by progress towards the measurable outcomes outlined in Element 2 including demonstration of progress towards meeting Adequate Yearly Progress goals that are required by the No Child Left Behind Act.

Longitudinal Data

Data from multiple sources (standardized tests, personal learning plans, etc.) will be analyzed over time in order to determine the school's progress towards meeting the mission and vision of the charter.
Element 4: Governance

CA Education Code 47605 (b) (5) (D)A.

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

A. Charter School Incorporation:

SCMS, an independent charter school will comply with all applicable laws and regulations relating to the operation of charter schools. SCMS shall be operated by (PCPCS) a California 501 (c) (3) non-profit benefit corporation.

The Articles of Incorporation are filed with the California Secretary of State. (PCPCS’s Articles of Incorporation are included in Appendix I) PCPCS shall be governed pursuant to its Corporate Bylaws which shall be consistent with the California Charter Schools Association and compliant with the Brown Act: Education Code Section 47604 (c). SCMS shall operate autonomously from the Los Angeles Unified School District (LAUSD) with the exception of supervisory oversight and Special Education services as required by the statute. The LAUSD shall not be liable for the debts and obligations of SCMS, operated as a California non-profit, public benefit corporation (AB 1994).

SCMS and its non-profit corporation, (PCPCS) is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

B. Charter School By-Laws:

PCPCS is an independent, non-governmental and non-sectarian organization to serve the humanitarian needs of the public in general. SCMS will comply with the District policy related to charter schools. Please find Corporate Bylaws in the Appendix III.

C. Governance Structure:

The governance structure of PCPCS shall include processes to ensure parental involvement as stated in California Education Code Section 47605 (b) (5) D).

The PCPCS Governing Board, administrators, employees, and all committees shall comply with federal and state laws, nonprofit integrity standards and LAUSD Charter School policies and regulations regarding ethics and conflict of interest. All meetings of the PCPCS Governing Board shall be held in accordance with the Brown Act. All approvals need an affirmative vote of the majority of the Governing Board members.
The Governing Board will create a functioning structure that supports educational goals through a vigorous process of decision-making and consensus building, in which representatives from all stakeholder groups are represented. The Governing Board shall have ultimate responsibility for the overall operation of SCMS, while the School Principal governs the day-to-day activities of the school. Board members have the responsibility to solicit input/opinions from the parents regarding issues of significance and to weigh the input/opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies. The power to alter or amend the charter shall be vested in the Board of Directors. Such action may be taken at a regular or special meeting for which written notices of the purpose shall be given. If the governing board wishes to amend the charter, it shall submit a material revision request to the District.

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

The Governing Board will consist of at least five (5) and no more than fifteen (15) voting community representatives including one parent representative. (b). The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604 (b).

**Responsibilities of the Governing Board include, but are not limited to, the following:**

- Adopting, evaluating, and updating school policies consistent with the law and SCMS’s mission
- Adopting a fiscally responsible budget based on the school’s vision and goals
- Review of the recommendations from SCMS’s principal for the hiring of school personnel or independent contractors
- Monitoring the fiscal health of SCMS on a monthly basis and approving budget expenditure recommendations in excess of one thousand dollars ($1,000)
- Approval of annual fiscal and performance audits
- Development of school calendar and the scheduling of Board meetings
- Development of Board policies and procedures
- Development and approval of the annual budget
- Maintaining accountability for student learning by monitoring student progress
- Ensuring that a safe and appropriate educational environment is provided to all students
- Hiring, supervising, and evaluating the Principal and if necessary, terminating
- Meeting corporate requirements
- Review of quarterly financial reports
- Election of Governing Board members once every three years or as necessary.
- Assessing and determining salary increases
- Overseeing the dispute resolution and compliant procedures when necessary
• Approval of personnel discipline (suspensions or dismissals) as needed
• Creation of Advisory Councils, sub-committees as needed including but not limited to a hiring committee, a compensation committee, and an audit committee.

D. Selection Of The Governing Board:

Any Board member can nominate potential Board members for election by the Board of Directors at the annual meeting of the Board, although additional members can also be added between annual meetings if deemed necessary and approved by a vote of the entire Board.

The Governing Board members will serve for a term of three (3) years. At the end of third (3rd) year, for staggering purpose three (3) of the members’ terms will end. At the end of the fourth (4th) year, a different three (3) members’ terms will end & at the end of the fifth (5th) year the remaining three (3) members’ terms will end. This way, at any given time six (6) Governing Board members, with experience, will continue to serve on the Board. However, upon expiration of their term, the PCPCS Governing Board members could be reselected to serve additional terms but not to exceed three terms.

E. Frequency Of The Governing Board Meeting

The Governing Board will meet monthly. All meetings will comply with the Brown Act. All meetings will be scheduled in advance. All meeting dates, times and agendas will be posted on-line, at SCMS at least 72 hours prior to the meeting and 24 hours prior to a special meeting. All Board meetings will have minutes taken as required and will be kept in a binder in the SCMS main office. In compliance with the Brown Act, some of PCPCS Board meetings will be held in closed session. SCMS committee meetings will also be held in compliance of Brown Act requirements.

F. Leadership And School Operations:

School-based decision-making at SCMS is designed to:

• Ensure that all decisions regarding policy and practice made at SCMS have a single focus: to achieve the learning outcomes delineated for students in the charter
• Ensure that staff members are involved in the decision-making process at SCMS
• Ensure that stakeholders (parents, community members, and all school personnel) are involved as active partners in the decision-making process
• Ensure long-term effectiveness of local school control and accountability
• Ensure that a collaborative, consensus building model is applied to all decision-making processes at SCMS.
• Ensure that SCMS principal be an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team on an issue cannot be reached, the Governing Board will have final authority.

Councils and Committees

The role of the principal in all councils and committees is to help support and maintain SCMS School’s vision and also be the conduit to the SCMS Governing Board for recommendations or
requests. Either the committee secretary or a committee liaison will present a report at board meetings. In the interest of creating a large base of input from the staff, and to ensure that grade level and program needs are met, a different representative will be selected for each of the Councils. During the first three weeks of the school year new representatives will be selected for the committees by school staff or parents (as appropriate). Interested teachers will be nominated or nominate themselves and the teaching staff will select their representatives.

**Human Resources Committee**
The Human Resources Committee (HRC) is in charge of recruiting, interviewing, and recommending all new certificated and classified employees. HRC assists in the induction of new staff members. HRC continually reviews the effectiveness of personnel policies and makes recommendations to the School Principal, who then takes the recommendations to the Governing Board.

**The Human Resources Committee includes:**
- The Principal (or representative)
- One parent
- One Certificated Council member (from pertinent grade level)
- One Classified Council member
- One student
- Consultant from Governing Board

**Certificated and Classified Council**
The School Principal will manage the day-to-day decisions of the SCMS. The School Principal will be a member of the Certificated and Classified Council (CCC). Recommendations are strictly limited to personnel issues. This committee collaborates with the School Principal. Certificated and Classified Council members will be able to make suggestions and decisions about Professional and Staff Development. Certificated and Classified Council representatives are voted in and elected to serve for a one-year period. Certificated and Classified representatives are elected by their peers. CCC meetings are scheduled in advance for the entire year in an alternating week cycle (twice per month). From time to time there may be a need to change a scheduled meeting. However, any change in a meeting schedule will take place with at least a 72-hour notice. CCC meeting agendas are always posted 72 hours in advance and the minutes of the meetings will be kept in the main office along with the agendas and sign-ins. All decisions made by the CCC will be made by consensus in Council.

**The Certificated and Classified Council includes:**
- The Principal (or representative)
- A teacher representative from each grade level
- One classified representative
The Lead Teacher Committee
The Lead Teacher Committee meets twice a month and acts as an informational body. Their work is to inform teachers in their content area (Math, Science, E/LA, Social Studies, Physical Education and the Arts) about new and current issues within each department and to bring ideas and any concerns to the School Principal about the SCMS academic and instructional program. This Committee will develop and enhance the instructional program designed by the Curriculum and Instructional Leader. This committee will be able to make suggestions and design Professional and Staff Development plans. Additionally, this committee will address the educational needs of English language learners, gifted and talented students, and students with special needs. Lead Teacher Committee members, elected by the teachers are committed to serve for a two-year period.

The Lead Teacher Committee includes:
- The Principal (or representative)
- One teacher from each content area

Parent Involvement Committee
The Parent Involvement Committee (PIC) acts as an advisory body to the School Principal. Parents are partners in the education of SCMS students and are encouraged to actively participate in SCMS. The purpose of the PIC is to coordinate all parent activities and involvement through the parent center, on campus, as well as participation in parent training workshops and the design of school policies (i.e. discipline policy), etc. Additionally, PIC will recruit volunteers, engage parents in educational issues that affect SCMS families, and students, and assist in the fundraising activities for the school. Every enrolled family becomes a member of this group and is encouraged to participate in meetings and activities. Elections will be held once every year. PIC members will be elected by their peers. The PIC meets once per month in Council. Parent Information Meetings will be held once a month and conducted by the PIC.

The Parent Involvement Committee includes:
- The Principal (or representative)
- Parent representatives from each grade level

Health and Safety Committee
The Health and Safety Committee (HSC) meets monthly and is responsible for the creation and implementation of the Health and School Safety Plan. This plan includes monthly emergency fire drills, earthquake preparedness and drills, blood borne pathogens, hate crimes, child abuse and reporting procedures, and annual follow-up on students’ health and growth status (i.e., eye, ear, teeth, growth, gait, and spinal check).

The Health and Safety Committee includes:
- One principal
- One teacher
- One parent
- One classified representative
G. Assurances/Brown Act:
SCMS and its Governing Board will comply with the Brown Act and Government Code 1090.

H. Conflict Of Interest:
Members of the SCMS executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest. (See Appendix II for Boards Conflict of Interest)

I. Grievance Procedure for Parents and Students

- SCMS will designate at least one employee, to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504) including any investigation of any complaint filed with SCMS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. SCMS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
- SCMS will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.
- SCMS will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy
SCMS will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Responding to Inquiries
SCMS and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. SCMS and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.
Notifications
Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by SCMS.

Organizational Chart

**General Provisions**
As an independent charter school, Summit Charter School will be operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Summit Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the PCPCS governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).
TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action which would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that [Charter School] does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, §§ 4600 et seq.


LEGAL AND POLICY COMPLIANCE

Summit Charter School shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

TRANSFER OF STUDENT RECORDS

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.
Element 5: Employee Qualifications

CA Education Code 47605 (b) (5) (E)
The qualifications to be met by individuals employed at the school.

A. Qualifications Of School Employees:

The vision and mission of SCMS must be embraced by all stake- holders in its goal for educational excellence for all students. Every stakeholder is accountable for the academic and social growth of our students. SCMS shall comply with the requirements for hiring of teachers and paraprofessional as specified by the No Child Left Behind Act (NCLB). SCMS will adhere to the same Title I accountability requirements as other public schools in the state, including Adequate Yearly Progress.

All teachers at SCMS shall be -Highly Qualified‖ and will be required to possess a CTC credential, permit or other document equivalent to that which in other public schools would be required to hold. Teachers will meet the requirements for employment as stipulated by the California Education Code 47605(1). It is the intent of the SCMS to recruit -Highly Qualified teachers through extensive recruitment efforts, such as participating in college and university job fairs and posting openings on Ed Join website. Teachers currently enrolled in clear credential programs will be given two years to complete the requirement if they want to maintain their employment status at SCMS (C 4).

B. Qualifications Of Employees In Key Positions:

Qualifications of Principal:
- **Principal should:** Hold a valid California teaching credential from the Commission on Teacher Credentialing.
- Hold a California administrative services credential from the Commission on Teacher Credentialing.
- Have at least three-five years of successful teaching experience
- Have at least two years of out-of-classroom experience (e.g. coordinator, coach, assistant principal, or principal)

Qualifications of Teachers
- **All teachers must:** Meet the requirements of NCLB (Highly Qualified).
- Hold a valid teaching credential from the Commission on Teacher Credentialing, Clear or Preliminary

Qualifications of Paraprofessionals

All paraprofessionals/instructional aides must meet the NCLB requirements:
- Graduation from high school or equivalent.
- Complete two years of higher education study (48 units) or obtain an AA degree or higher or pass a formal academic assessment test (NCLB requirement).
- Knowledge of basic methods and techniques for effective instruction of students in reading, writing and math.
C. Employment Requirements:
Staff Member Selection

SCMS believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

When certificated vacancies occur, the Human Resources Committee shall:
- Announce openings
- Recruit applicants
- Request resumes
- Interview applicants
- Observe demonstration lessons
- Choose the candidate by consensus

All applicants will be required to:
- Meet the NCLB requirements, if applicable (Highly Qualified)
- Provide medical clearance (TB test results)
- Use Live Scan for fingerprinting and background investigation
- Furnish a criminal record summary as required in E.C. 44237
- Certify knowledge of child abuse reporting requirement
- Certify knowledge of drug-free environment requirement

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students. All employee records regarding the criminal background check for each employee will be kept and maintained in a secure file in the school office. All credentialing documents will be kept and maintained on file and monitored to ensure that they are renewed when appropriate. Additionally, credentialing documents will be made available for inspection. Arrangements will be made with LAUSD for processing of credentials on fee for service basis if the need arises. LAUSD is under no obligation to furnish such service if requested.

Selection of Principal
The Board of Directors is responsible for hiring and evaluating the principal.

Selection of Teachers
Initially, the Board of Directors will assist the principal in interviewing and selecting the Teachers. Thereafter, teachers will be selected through the Human Resources Committee.
Selection of Paraprofessionals
The principal with the Human Resources Committee will interview and hire paraprofessionals. All paraprofessionals will meet the requirements of NCLB.

Support Staff/Classified Employees
Classified staff will be interviewed and selected by the Human Resources Committee. All support staff (e.g. clerical, custodial, cafeteria, parent educator, community representatives) also will be interviewed and selected by the Human Resource Committee.

Selection of Day-to-Day Substitutes
SCMS utilizes appropriately credentialed substitute teachers. SCMS will utilize organizations such as Teachers on Reserve for obtaining substitutes.

Duties for Principal
- Facilitate the development, articulation, implementation and stewardship of a shared vision of learning
- Advocate, nurture and sustain SCMS culture and instructional program
- Manage the organization, operation and resources to facilitate a safe and effective learning environment
- Collaborate with families and community members
- Act with integrity, fairness and in an ethical manner
- Maintain compliance with state and federal regulations for education standards/requirements
- Take responsibility for day-to-day operation of SCMS
- Oversee the business practice of SCMS
- Attract new resources to SCMS

Duties for Assistant Principal
- Oversee the instructional program
- Lead and supervise a high-functioning team of educators focused on driving superior academic performance and fostering a high level of personal responsibility
- Supervise teachers‘ instructional methods, evaluate lesson plans, provide weekly observations
- Coach teachers found effective instructional strategies
- Assist teachers and provide additional support for students who need supplemental educational services
- Support the Principal in ensuring effective collection and analysis of student performance data to identify struggling students, curriculum shortfalls, and teacher quality issues
- Evaluate staff effectiveness
- Provide opportunities for professional growth
- Manage Professional Development
- Manage Staff Training; staff development
- Manage Special Education
Duties for Teachers

- Uphold the Charter vision
- Engage and support all students in learning
- Create and maintain effective environments for student learning
- Understand and organize subject matter for student learning
- Assess student learning
- Plan instruction and design learning experiences for all students
- Develop as a professional educator
- Participate in school committees
- Provide a quality and enriched curriculum
- Provide continual assessment of student progress and maintain records of progress
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Act with integrity, fairness and in an ethical manner
- Provide for open communication with all members of SCMS community
- Discipline of students
- Adhere to all Charter School policies as established by the Governance team

Duties for Classified and Other Personnel

- Uphold the Charter vision
- Perform daily duties as described by individual job descriptions
- Ensure proper function and operation of SCMS (attendance, enrollment, etc.)

Secretary/Office Manager

Qualifications:

- Graduation from high school or equivalent, including or supplemented by courses in typing and office practices.
- Three (3) years of responsible office, stenographic, or secretarial experience, preferably in positions requiring independent responsibilities for office procedures.
- Knowledge of Microsoft Word and Excel.
- Type at a rate of 55 words per minute from clear, legible copy.

Essential Functions and Responsibilities:

- Monitoring of teacher credentials
- Serve as secretary to a school administrator, relieving the administrator of a variety of clerical and technical duties.
- May take and transcribe dictation or transcribe dictation from voice recording equipment of correspondence, reports, bulletins, memoranda, manuals and other materials.
- Compute and compile information and figures for reports.
- Review type technical reports including doing research assistance in some instances.
- Act as a receptionist.
- Give information and assistance to school employees, students, other public officials and the general public by telephone and in person.
- Compose correspondence independently on routine matters not involving policy decisions.
- Post and maintain records.
- Type a variety of materials.
- Prepare forms and requisitions and maintain files.
- Receive, open and review mail for supervisor and other staff.
- Maintain appointment calendars.
- Operate a variety of office equipment.
- Keep time sheets for other employees.
- May assist supervisor in preparing and setting up materials for special workshops including doing memoranda, attendance lists, agenda and evaluation surveys.
- Organize budget books and other financial material to maintain accurate fiscal records; maintain a wide variety of files and other information.
- Gather information and prepare draft agenda for meetings or approval by supervisor.
- Attend meetings and take notes of business transacted and prepare official minutes from notes taken.
- May supervise assigned workers.

**Clerk Typist II and qualifications**

- Equivalent to graduation from high school, including or supplemented by courses in typing and office practices.
- Three (3) years of increasingly responsible office and clerical experience, preferable including experience in school or instructional activities.
- Knowledge of modern office methods and procedures including the preparation of business correspondence.
- Ability to type at a rate of not less than 45 words per minute from a clear, legible copy.
- Knowledge of filing and standard office equipment operation; computer software for attendance reporting.
- Knowledge of Microsoft Word and Excel.
- Knowledge of correct English usage, spelling, grammar, and punctuation.
- Knowledge of receptionist and telephone communications techniques in providing information to the public.
- Knowledge of basic arithmetic concepts.

**Essential Functions and Responsibilities:**

- Perform general clerical work involving some independent judgment, accuracy and speed.
- Work independently with confidential records and materials.
- Learn and interpret rules, regulations, and instructions and carry out oral and written directions.
- Operate word processing equipment.
- Experience with student accountability systems is desirable.
- Establish and maintain effective working relationships with those contacted in the course
of work.
- Responsible for specialized functions such as student attendance/enrollment activities.
- Maintain daily attendance records and monthly reports.
- Perform a wide variety of clerical work including tasks such as standard and statistical typing, checking, proofreading, filing, distributing copies, posting to cards and logs, reporting information on records, and compiling information for reports and summaries.
- May independently maintain records for specialized programs.
- Prepare a wide variety of reports and summaries requiring independent judgment.
- Type confidential and technical reports.
- Answer telephones and handle public inquiries.
- Maintain a variety of files and records, personally collecting the required information; type rough and final copy materials from a Dictaphone and/or written rough drafts.
- Operate office equipment including adding machine, typewriter, computer and copy machines.
- May compose simple or routine letters independently.
- Receive, sort and distribute mail.
- Schedule meetings.
- May be involved in maintaining permanent records of students.
- May be involved in maintaining some financial records and preparing deposits.
- May type requisitions, receive, shelve and distribute supplies and materials.

**Teacher Assistant Qualifications:**

- Graduation from high school or equivalent.
- Complete two years of higher education study (48 units) or obtain an AA degree or higher or pass a formal academic assessment test (NCLB requirement).

**Knowledge of:**

- Basic methods and techniques for effective instruction of students in reading, writing and math (NCLB requirement).
- Correct English usage, spelling, grammar and punctuation.
- General needs and behavior patterns of students at level to which assigned.
- Typing, filing and other general clerical skills.
- Basic arithmetic skills.

**Ability to:**

- Perform routine, general clerical tasks.
- Operate or learn to operate audio-visual equipment.
- To understand and carry out oral and written directions.
- Establish and maintain cooperative working relationships with others.

**Essential Functions and Responsibilities:**

- Assist teachers by providing instructional assistance to individuals and small groups in reviewing and reinforcing previously introduced skills.
- Read to students, explain work assignments, coordinate and assist students in learning groups and centers.
- Assist students in the selection of books and resource materials.
- Follow teacher's lesson plans and assist in preparation of plans or develop own plans based on teacher's direction and explanation of students' academic needs.
- Assist in the evaluation of the instructional and the students' progress and problems.
- Organize and classify resource materials.
- Assist teacher in preparing a variety of learning materials including preparation and maintenance of bulletin boards, interest centers, educational displays and teaching devices.
- Operate audio-visual equipment such as video tape decks, motion picture projectors, film strip and overhead projectors, and collect and inventory equipment.
- Perform variety of routine clerical and record keeping activities such as taking roll, collecting monies, filling out forms and applications, and correcting papers.
- File and record test scores, grades and other data in student records.
- May be required to assist in administering, proctoring and scoring tests and charting student progress.
- May be required to check out, order, process and maintain books and various reference materials in a library or resource room.
- Prepare materials for parent meetings.
- Operate office equipment such as typewriter, duplicator, and copy machine in the preparation of instructional materials.
- Straighten or organize classroom or other learning facility.
- May be required to accompany students on field trips.
- May be asked to attend in-service training programs and workshops, Back-to-School nights and other activities.
- Respect confidential nature of pupil records and school reports.
- Assist in maintaining student contracts, observe and report to teacher unusual or atypical behavior or problems.
- May be asked to attend parent conferences.
- Assist teacher in maintaining discipline and monitor classroom, playground or other areas.

Work Basis

Teachers:
- All teachers work per the traditional calendar adopted by SCMS.
- Certificated staff are required to attend all trainings held during the calendar year.

Office and Custodial Personnel:
- All office and custodial personnel will work per the traditional calendar.
- Work opportunities may be offered during summer school and when necessary.

Principal:
- Will work per the adopted calendar.
- Principal will be present when children are participating in a school activity outside
**SCMS calendar**

**Paraprofessionals:**
- All paraprofessionals will be assigned to classes during the school year. Hours and number of days may vary, as they are not contracted employees.
- Paraprofessionals will not be assigned during the summer months.

**Evaluation**

SCMS will evaluate certificated and classified employees. Certificated employees will set goals for improvement based on the California Standards for the Teaching Profession.

The principal will be evaluated by the Board based on the Standards for School Leaders; the Board will set goals for evaluation. The Board will provide a Summative evaluation.

Classified staff and paraprofessionals will be evaluated annually by the principal. The process will include goal setting, job benchmarks, observations and Summative evaluation. In the event of an unsatisfactory evaluation, the staff member may submit a written response. This written response will be included in the teachers’ confidential personnel file.

Both for certificated and classified staff, if an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The action plan will outline implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations.

- Voluntary termination or resignation. In this event, it is highly desirable and recommended that the employee provide the school with a 10 working day notice.
- Involuntary termination or discharge. When an employee is terminated or discharged, the Principal will make a recommendation of termination or suspension to the Governing Board if s/he determines that the employee has failed to fulfill the duties and responsibilities as outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 working days before termination, unless the Principal determines that the employee poses a threat to the health, safety, or welfare of the students, other employees and/or the school property - in that case, the employee will be removed from the campus immediately. Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.

**Employee Grievance Procedures:**

All staff members will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to appeal certificated and classified evaluation process (described in Element 5). Disputes arising from within the school, including all disputes among and between teachers,
staff, and administration, will be resolved pursuant to policies and practices developed by the school. Dispute resolution process will include the following:

**Due Process for Resolving Complaints/Grievances**

Employees who have a complaint or wish to challenge disciplinary action taken by SCMS must use the following procedures:

1. An Employee having a grievance shall present the grievance in writing to his or her supervisor within 10 working days of the event or condition given rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure. The supervisor shall meet with the employee and other persons as determined by the Principal. If the grievance is not resolved within 14 working days of receipt by the Principal, the grievance shall be deemed denied and the employee may proceed to Step 2.

2. A Grievance Board shall be called, to be chaired by a designee of the Governing Board. A three-member grievance board (made up of members of the Governing Board that do not present a conflict of interest) shall meet within 35 days of receipt of Grievance. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses and/or other representatives, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance procedure. The Grievance Board decision is final and no further action is available under this grievance procedure. A written decision made by the Grievance Board will be rendered within 10 working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within 10 working days of the original hearing.

**Equal Employment Opportunity**

PCPCS acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**NCLB and Credentialing Requirements**

PCPCS shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-
charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.
Element 6: Health & Safety Procedures

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

A. Health And Safety Policies:
SCMS will provide a safe, nurturing, healthy and protective atmosphere. It will ensure the safety of the students and staff by complying with the current LAUSD independent charter school standards and policies for health and safety 47605 9b (5)(F), Section 44237, as well as all state and federal laws.

SCMS will develop a health and safety policy prior to the opening day which will be annually updated and reviewed, in agreement with staff and specified Sub-Committee. This policy will be distributed to all staff and parents. It will cover the following points:

- Each new employee or non-parent volunteer who will work in contact with students must submit to a fingerprint scan (Live Scan) for the purpose of obtaining a criminal record summary as required by California Education Code section 44237.
- All employees and students will be required to provide records documenting immunizations to the extent required by law. Records of student immunizations will be maintained.
- Staff will honor County requirements for periodic Mantoux tuberculosis (TB) tests.
- Legal obligation of reporting contagious conditions
- Prevention of drug, tobacco and alcohol use and violence
- Procedures for administration of medication at school
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc) and those required by CAL/OSHA, the California Health and Safety Code, and EPA
- Among the many health and safety laws that will be followed is the Healthy Schools Act – California Education Code section 17608, which details pest management requirements for schools.
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies
- Safe use, maintenance, and sanitation of school equipment and facilities
- To secure our campus, all perimeter gates will be locked during school hours
- Students will be supervised at all times by certificated teachers and/or by paraprofessionals

B. Site Compliance:

SCMS location: (TBD) East Los Angeles, California. SCMS will ensure to have a Certification Of Occupancy (COO) prior to school opening.
C. Required Insurance Policies:

No coverage shall be provided to SCMS by the District under any of the District’s self-insured programs or commercial insurance policies. SCMS shall secure and maintain, as a minimum, insurance asset forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect SCMS from claims which may arise from its operations. The SCMS location shall meet the below insurance requirements individually.

It shall be SCMS’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements. The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (−Board of Education!) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and SCMS’s insurance shall be primary despite any conflicting provisions in SCMS’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the SCMS from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the SCMS does not operate a student bus service. If SCMS provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by SCMS to cover all charter school employees who handle, process or otherwise have responsibility for SCMS funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and SCMS ’s insurance shall be primary despite any conflicting provisions in SCMS ’s policy.

Evidence of Insurance

The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:
- The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District. Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

Hold Harmless / Indemnification Provision

To the fullest extent permitted by law, SCMS does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement.

SCMS further agrees to the fullest extent permitted by law, at its own expense, to identify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by SCMS , and their officers, directors, employees or volunteers. Moreover, SCMS agrees to identify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Asbestos Management

SCMS will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos
Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

D. DISTRICT SERVICES:
1. Fee for Service (if available)

LAUSD and SCMS will reach a mutual agreement for the rate of services rendered, but SCMS shall retain the right to negotiate a contract with an outside contractor at any time, if such a contract proves to be in the best interest of SCMS. SCMS will contract out with private companies to provide the following services as needed:

- Administrative Services/Finance
- Student Information System
- Routine Maintenance
- Building Equipment Operation (e.g., air filter)
- Major or Differed maintenance
- Alteration and Improvements
- Custodial Services
- Gardening, landscaping, and tree trimming
- Pest Management Utilities
- Site maintenance and repair
- Garbage pick-up
- Pest control
- Technology
- Telephone

2. Utilities
SCMS will directly pay for its utilities, such as electricity, gas, water and telephone.

3. Transportation
SCMS will either contract with the sponsoring district or with other approved bus companies for curricular trips and receiving students from other schools.

4. General Maintenance
SCMS will maintain the campus at or above LAUSD standards at all times.

5. Food Services
SCMS will contract with an outside agency for its food service consultation needs. SCMS is responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursements from the state.

6. Contract Development
SCMS will always utilize effective business practices, which will result in the best quality at the best price. Contracts for services, equipment and alterations/improvements will be submitted to multiple bidders. All things being equal, preference will be given to local bidders.
7. Alterations and Improvements
SCMS will consult with LAUSD on any major construction that is to be placed on District property.

8. Sponsoring District Services
SCMS requested services from LAUSD (if available) will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to SCMS requested services. Needed services include:
- Fingerprinting and criminal processing of certificated and classified employees
- School mail
- School police and alarm monitoring
- Standardized test processing
- Supplies/materials acquisition and delivery

E. NATURAL DISASTERS DRILLS AND EMERGENCIES:

Health, Safety and Emergency Plan
The SCMS will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The SCMS will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

SCMS will develop a safety and emergency preparedness plan per the guidelines set forth by the sponsoring district. This plan will include:
- Staff training on emergency procedures
- Emergency preparedness exercises (fire drills and earthquake drills)
- Storage of water, food, and first aid supplies for three days, as outlined in sponsoring district emergency preparedness bulletin
- Evacuation Plan

Emergency Preparedness
SCMS will further develop policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract trainers, all instructional and administrative staff in basic first aid.

Fire Drills
Fire drills will be held at least once a semester. Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The
names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

Disaster Drills

Disaster drills will be conducted at least once every two months. Students will be taught the duck and cover routine. An announcement over the intercom will initiate all disaster drills commencing with the "duck and cover" routine. Staff and students will hear "This is an emergency drill. Duck and cover." During the "duck and cover" routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an "all clear" announcement on the intercom, or a visible signal from the administrative staff.

F. Zero Tolerance of Use of Drugs and Tobacco:

SCMS will have a "zero tolerance" policy regarding the use of drugs and tobacco by its students and staff on campus. Additionally, SCMS will be a "drug free" and "tobacco free" zone, prohibiting the use of drugs and/or tobacco by parents, staff members, or visitors to SCMS while on campus.

G. Health Screening And Administration Of Medication:

SCMS will abide by all current requirements for health screening of employees and incoming students. SCMS‘s designated staff will monitor all health files and administer all medications to students.

Immunizations and TB Testing

All enrolling students and staff will provide records documenting immunizations to the extent required by public schools. Records of student immunizations shall be maintained to the extent for enrollment in public schools, SCMS will require the examination of faculty and staff for tuberculosis as described in Education Code section 49406. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended any other public school.

Medication in School

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.
Blood Borne Pathogens

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

H. FERPA/Confidentiality of Pupil Records

SCMS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times. All student records will be in a locked file cabinet. Access will be provided to only those authorized persons (school leadership and teachers).

I. Reporting Child Abuse

SCMS will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. All SCMS employees will be mandated child abuse reporters. School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

J. Sexual Harassment Policies And Procedures

SCMS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. SCMS will develop a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed.

K. Criminal Background Checks and Fingerprinting

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
L. Health Safety and Emergency Plan
SCMS will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. SCMS will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.
Element 7: Racial And Ethnic, Balance Of Students

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

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

SCMS is committed to maintaining a diverse student body, and will take the following steps to achieve a racial and ethnic, that is reflective of the LOS ANGELES UNIFIED SCHOOL DISTRICT as a whole:

SCMS will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of the District. SCMS will conduct orientation meetings year round to inform interested parents and students on what the school has to offer. Open houses and school tours will be conducted on a regular basis during the school year as well. SCMS is committed to creating a school community with racial and ethnic balance that is reflective of the general population residing in the surrounding community and the District. The charter school will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. It will also keep, on file, documentation of the efforts the school makes to achieve racial and ethnic balance in the East Los Angeles area.

Recruitment Plan
Immediately upon authorization, SCMS will implement an aggressive recruitment campaign (English and Spanish) and continue through the school’s opening in the following manner:

- Presentations and open houses at community centers
- Elementary feeder schools
- Churches
- Swap Meet, Beauty Supplies, Beauty Salons, Restaurants/Fast Food joints
- Neighborhood Councils
- Advertisement in local newspapers

These recruitment efforts ensure that parents residing in the targeted area are informed about the availability of SCMS as a viable option for the education of their children. We expect that this targeted outreach will help to achieve the goal of reflecting the general population residing in the district. All promotional material will be in English and Spanish in order to reach diverse groups.

Court-Ordered Integration

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio
represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

The District and Summit Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). [Charter School] agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending Summit Charter School shall have the right to continue attending [Charter School] until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Summit Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Summit Charter School shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. Summit Charter School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Summit Charter School under the NCLB-PSC program increases in subsequent years, Summit Charter School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.
Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. [Charter School] understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. [Charter School] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

- Complete and submit Local Education Agency (LEA) Plan to CDE

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Summit Charter School also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.
Element 8: Admission Requirements

Admission requirements, if applicable. California Education Code Section 47605(b)(5)(H).

SCMS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. SCMS will admit all pupil who wish to attend.

In accordance with Education Code Section 476045(5)(H), SCMS shall admit all students who wish to attend, up to the school’s enrollment limit. The school will adhere to entrance and enrollment age requirements set by the District. SCMS will be non-sectarian and non-discriminatory in all areas of operation and will not charge tuition.

McKinney-Vento Homeless Assistance Act

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

SCMS is committed to serving all students, including academically low-achieving, economically disadvantaged students. SCMS therefore tailors its student recruiting efforts and students enrollment processes to attract all students including students typically classified as —low achieving and or economically disadvantaged. Admission will not be determined according to the
place of residence of the pupil or of his parent or guardian. Specific activities that will be employed by SCMS include: use of English and Spanish collateral; extensive grassroots marketing; simple, easy to use and easy to understand forms and brochures; removal of any language/messaging that may traditionally deter underserved populations.

SCMS will actively recruit a diverse population from the District and surrounding areas who understand and value our mission and are committed to our instructional and operational philosophy. SCMS recruitment strategy will target students directly, announcing the program through their classes and after-school programs, recommendations from teachers of students who would benefit from the SCMS model.

Local non-profit organizations that serve homeless children, children in the foster-care system and other children whose circumstances put them at risk for school failure will refer children to SCMS. Students who reside in the District shall have preference and siblings shall be exempt. When enrolling students, priority will be offered to students who are children of school employees. The number of students receiving this priority will not exceed 10% of the total seats. Sibling preference will only be given for siblings living in the same household or through joint custody as the current SCMS sibling and when submitted by the lottery deadline.

Any sibling preference applications received after the lottery deadline will be added to the end of the waiting list. If a child is accepted for the upcoming school year through sibling preference, but the sibling (who had been at SCMS) does not return for the following year (or in the case of an 8th grader if the 8th grade sibling left before graduating), sibling preference is no longer valid. If a family is applying for more than one child, an application needs to be completed for each child and each child’s name will be entered individually into the lottery. For all other cases, if/when SCMS gets one of a family’s children on the waiting list, the other sibling will be moved to a sibling waiting list. However, there is no guarantee that a space will become available for those siblings.

Applications - SCMS accepts applications for enrollment in person. Applications can be obtained from the school’s main office as well as from Open Houses held throughout the year. If the number of applicants exceeds the number of openings at SCMS, a public random lottery will take place to determine the enrollment in accordance with Education Code 47605(d).

SCMS will designate an open enrollment deadline and only applications received prior to the deadline will be included in the public random drawing. The deadline will be provided each year on the applications and will usually be in February. Public notice will be posted on the school’s website and in the school’s lobby regarding the date, time, and location of the public drawing once the open enrollment deadline date has passed. The lottery will be conducted in the evening so interested parties will be able to attend. It is open to the public. Parents do not need to be present at the public random drawing. Names of applicants will be drawn publicly at random.

Parents of students who have been promoted off the waiting list will be contacted by phone (and if available, email) and must respond within two days in order to secure admissions. If a child is accepted from the waiting list for a space at SCMS and that child has another sibling on an SCMS waiting list (who meets the SCMS preference policy), that sibling will be moved to the sibling waiting list. Applications received after the lottery will be accepted for the waiting list through
the last day of the current school year. They will be added to the end of the waiting list for the
particular grade in the order they are received. Only one application can be submitted per student.
The waiting list is for the current school year only. Applicant not admitted must re-apply each
year.

**Method to Verify Fair Lottery Procedures** - SCMS will use a neutral proctor to ensure that
lottery procedures are fairly executed.

**Timelines for Open Enrollment Period and Lottery** - the open enrollment period is from early
January through middle April. Exact dates will be determined and posted annually. Families
have 3 months to submit lottery forms. The public random drawing will occur during the first
week in May.

**Lottery Location** – The lottery will take place on school grounds in the evening and will be open
to the public. The lottery will be held in the evening to ensure parent and interested parties are
able to attend and observe the lottery.

Fair Execution of Lottery Procedures and Record Keeping – SCMS will keep on file a list of all
student names entered into the drawing, original applications for enrollment, list of students on the
waiting list by grade level. SCMS will also keep the lottery procedures and fair execution of
lottery procedures for review for a period of one year.

Parents and students admitted to the school are encouraged to attend an orientation session to
review the policies and expectations of the school. One month prior to the opening of school,
weekly orientation meeting will occur in the evening and on Saturdays. SCMS will work to
assure that all families understand these policies and expectations and that they are aware of
ways to be involved in the school's life and decision-making. Failure to attend the orientation
will not disqualify an applicant from admission. Each student will be given a handbook in the
native language of the parent, provided a translator for that language can be secured, unless the
student indicates that a copy in English is preferred.
Element 9: Financial Audits

The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.
California Education Code Section 47605 (b)(5)(I)

A. Independent Audit

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

The Board of Directors of PCPCS will hire and oversee a Certified Public Accountant (CPA) with experience in educational institution audits to conduct annual, independent financial audits. 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 independent public accountant will prepare the necessary audit report to be submitted to The PCPCS Board of Directors, District, County Superintendent of Schools, California Department of Education and the State Controller. Audit exceptions must be resolved to the satisfaction of LAUSD within the reasonable timelines as prescribed by the District. A Board designee will work with our back office support to address any audit findings and/or resolve any audit exceptions in a timely manner. The committee will report their recommended corrective action to the Board with a recommendation at the next regularly scheduled Board Meeting.

Two interim reports and a year-end report, in a format to be provided by LAUSD, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to LAUSD by December 15th following the close of each fiscal year. Audit exceptions must be resolved to the satisfaction of LAUSD. 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 SCMS is to be provided to the public upon request.

B. Budget Development/Fiscal Reports

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LOS ANGELES UNIFIED SCHOOL DISTRICT, in the required format and within timelines to be specified by LOS ANGELES UNIFIED SCHOOL
DISTRICT each year:

- Provisional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly according to school’s Calendar
- Statistical Report – monthly according to school’s Calendar of Reports

In addition:
- P1, first week of January
- P2, first week of April
- Instructional Calendar – annually five weeks prior to first day of instruction
- Other reports as requested by the District

Administrative/business operations will be performed by SCMS back office support who provides the following services, plans and systems:

- All budget preparation
- Application for revolving loan fund
- Setup of fiscal control policies and procedures
- Setup and assistance for administration of human resources – including payroll
- Interface when necessary with district, county, and state in matters relating to fiscal affairs, reporting, audits, accountability
- Attendance, accounting and reporting controls
- All accounting services – including establishing chart of accounts
- Setup of banking relationships
- Preparation for annual audit

District Oversight Costs
The District may charge for the actual costs of supervisory oversight of the SCMS not to exceed 1% of the charter school’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves
Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations. Currently, the required reserve is 5% of total operational expenditures.
Special Education Revenue Adjustment/Payment for Services

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service special education services, or as a result of the State’s adjustment to allocation of special education revenues from the SCMS, SCMS authorizes the District to deduct any and all of the in lieu property taxes that SCMS otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. SCMS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the SCMS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the SCMS agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

J. Audit And Inspection Of Records:

SCMS agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- SCMS is subject to District oversight
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of SCMS
- The District is authorized to revoke this charter for, among other reasons, the failure of SCMS to meet generally accepted accounting principles or if it engages in fiscal mismanagement
- PCPCS is responsible for the debts and obligations of SCMS

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit SCMS books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement
- Internal controls, both financial and operational in nature
- The accuracy, recording and/or reporting of school financial information SCMS ‘s debt structure
- Governance policies, procedures, and history
- The recording and reporting of attendance data
- SCMS ‘s enrollment process
- Compliance with safety plans and procedures
- Compliance with applicable grant requirements

SCMS shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 day notice to SCMS. When 30 day notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour notice. In addition, if an allegation of waste, fraud or abuse related to SCMS operations is received by the District, SCMS shall cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

SCMS will develop and maintain internal fiscal control policies governing al financial activities.
Responding to Inquiries
SCMS shall promptly respond to all inquiries, including but not limited to, inquiries

Business Management And Budgets
The Summit Charter Middle School Board will create a fiscal policies manual regarding the deposit of funds, investment procedures, and internal financial controls. SCMS Principal and Board Treasurer will review monthly cash flow statements and will present comprehensive budget updates to the Board at intervals during the fiscal year.

The school will establish its accounts at the County Treasury through Los Angeles County Office of Education.
Element 10: Student Discipline

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

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a
504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?

Center for Student Development

In today’s schools, it is necessary to discipline differently. Society is plagued with many problems that affect our students‘ lives directly and indirectly. At Summit Charter Middle School, we find it necessary to equip our students with the tools to be productive and responsible citizens on campus and in the global community. We will develop a Center for Student Development where students can participate in their mental, emotional, behavioral development, adjustment and well-being. We will train our behavior support staff to work with youth and develop their hearts and minds to be the best student/learners they can be. We will equip this center with the information needed to develop teachers and staff understanding about Early Teen Development.

Students learn best in an environment where there are clear expectations about behavior. In order to maintain a positive learning community, SCMS will develop and maintain a comprehensive set of student discipline policies through the work at the Center for Student Development which includes the administration, teachers, staff, and parents. In addition SCMS will have Discipline Plan that has been developed in accordance with California Education Code Section 48900 and will also include reasons for suspension and expulsion.

The main features of the discipline plan will include, but not be limited to the following guidelines:

- **Behavior Values:** mutual respect, responsibility, appreciation of differences, honesty, safety, participation in the
- **Rules of Conduct and behavior:** attendance, computer Policy, Dress Code, electronics, homework policy and tardy policy
- **Consequences:** warning and reminder, a respectful related consequence, disciplinary referral to the office, loss of privileges, In-house suspension, suspension/parental supervision
- **Intervention Strategies:** Council as described below is one way to create, alternative programming, behavior modification, problem solving/contracting, alternatives to suspension

Council can be used for many purposes. It can be used as a disciplinary tool for ditching, academic failure, cheating, fighting, inappropriate activities and language, defiance, etc. Council has been used throughout history in many cultures. It is a way to make decisions, collaboratively based on dialogue in a confidential setting. Council is open and honest dialogue about the issues that affect negative student behavior in an atmosphere of authentic mutual respect and trust for the purpose of finding solutions, thus paving the way for cooperation and collaboration.
In Council used for the purpose of School-wide Positive Behavior Support, the process reveals:
- What the negative behavior was
- Why the incident occurred
- What positive steps could have been taken instead
- How to prevent the negative behavior from occurring again
- What the consequences should be
- What is the positive outcome

Council is a tool by which students can express themselves and use their voice to discuss ideas, issues, and topics important to themselves, each other, the school community, and the community-at-large. In Council, students are taught to speak from the heart, listen intently, and be in the moment. Council is a way that students connect with each other and their world. It is a way of creating empathy and empowering students to be who they are, and a way that students accept others for whom they are. Council creates and establishes community and helps students complement and see value in each other while also building self-esteem. Council is a way for students to resolve issues and conflicts with each other without resorting to violence. It is our form of conflict-resolution. Council can be used with one or many students; it can be used gender, grade and topic-specific and it can be used with any member(s) of the school community. There is always a trained adult facilitator present at all Council sessions. Students will be trained to be peer (facilitators). Council meetings are built into the bell schedule so that all students stay connected with themselves, each other, their teachers and administrators.

These policies will be distributed in the school’s Student Handbook which will be developed prior to the schools opening. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Suspension and Expulsion Procedures:
A student may be suspended or expelled for any of the acts enumerated in this section that are related to school activity or school attendance that occur at any time, including, but not limited to, the following:
- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

SCMS’s Pupil Suspension and Expulsion Policy will be established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. SCMS 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 SCMS Student Handbook and will clearly describe discipline expectations.

SCMS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures as described in the Student Handbook. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students will be
provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension.

**Compliance with IDEIA**
SCMS will comply with the mandates of IDEIA. The Gun-Free Schools Act must consider the mandates of the IDEIA. A student identified as an individual with disabilities or for whom SCMS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (–Section 504l) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. SCMS will follow Section 504, the IDEIA, and 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 SCMS has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance due process to such students.

SCMS recognizes the necessity and importance of the manifestation determination or, in cases of 504 accommodations, the link determination. SCMS shall notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

**Grounds for Suspension and Expulsion**
A student may be recommended for suspension or expulsion for any of the following reasons, as specified in Education Code Sections 48900 et seq.:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Principal or the designee of the Principal
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
• Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
• Committed an obscene act or engaged in habitual profanity or vulgarity
• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
• Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
• Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
• Possessed an imitation firearm
• Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
• Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
• Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs SOMA.
• Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation 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. Hazing does not include athletic events or school sanctioned events.
• Engaged in an act of bullying, including, but not limited to means of an electronic act, as defined in subdivisions (f) and (g) of section 32261, directed specifically toward a pupil or school personnel,
• Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
• Committed sexual harassment (grades 4-5). Section 48900.2 (E.C. 48900et seq.)
• Caused, attempted to cause, threatened to cause, or participated in the act of hate violence Section 48900.3
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Section 48900.4
• Made terrorist threats against school officials, school property or both. Section 48900.7

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities. The Principal may use discretion to provide alternatives to suspension or expulsion including, but not limited to, counseling and an anger management program. Students shall be immediately suspended and recommended for expulsion for any of the following reasons, as specified in Education Code
Section 48915(c):
- Possessing, selling, or otherwise furnishing a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900
- Possession of an explosive

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

B. Alternatives

No student shall be immediately suspended or expelled for a first time offense such as tardies and truancies, except in cases where suspension or expulsion is legally required. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Tardies and truancies are dealt with through SCMS attendance policy and are not in of themselves a student discipline issue.

C. Appeal Process

A teacher-generated suspension from class is for the day of the act and the following meeting of the class. The teacher shall immediately report the suspension to the Principal. The pupil will be sent to an administrator for appropriate action, which may include suspension from school or other disciplinary measures.

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

If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two 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 school 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. This notice shall state the specific offense committed by the student. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay. The written notice may request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

**Length of Suspension**
The length of suspension for students may not exceed a period of five (5) consecutive school days unless an administrative recommendation has been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension. All reasonable arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Students with disabilities will be provided with classroom material and current assignments. Students suspended for more than 10 days in a year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, and to progress toward meeting the goals set out in the child's IEP/504 Plan. These services may be provided in an interim alternative educational setting provided the School.

**Suspension Time Limits/Recommendation for Placement/Expulsion**
Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Placement/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. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

**Suspension Appeal Process**
The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 2 working days directly to the Governing Board. The Governing Board will expeditiously review the case with the parent and/or student in question within 2 working days of receipt of the appeal. If the Board determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed.

SCMS ‘s Governing Board will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all
applicable procedures. The Governing Board will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.

Based on the information submitted or requested, SCMS’s Governing Board may make one of the following decisions regarding the suspension.

- Uphold the suspension
- Determine that the suspension was not within the school’s guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
- SCMS Governing Board will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the school Principal.

Authority to Expel
The SCMS Board has the authority to expel a student. A committee or Administrative Panel composed of at least 3 impartial members who are certificated and are neither a board member or teacher of the pupil will provide a recommendation to the Board. The Board may decide to accept or reject the recommendation.

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if
the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

**Expulsion Procedures**
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. All expulsions cases will be heard by an independent Administrative Panel pursuant to E.C Section 48918 (d). And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. The Administrative Panel should consist of at least three impartial members who are certificated and neither a teacher of the pupil or a Board member.

**Written Notice**
Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:
1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

**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 and sworn declarations may be admitted as
testimony from witnesses of whom the Board, Panel or designee 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 of SCMS 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. If the expulsion hearing 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
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the SCMS.
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- The type of educational placement during the period of expulsion
- Appeal procedures

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

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, SCMS shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

**Disciplinary Records**
SCMS shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to the SCMS principal, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

**Procedures for Expulsion hearings Involving Sexual Assault/Battery Offenses**
SCMS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations, which shall be examined only by SCMS or a hearing officer. Copies of these sworn declarations, edited to delete
the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. SCMS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person or group conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person or group conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, SCMS must present evidence that the witness' presence is both desired by the witness and will be helpful to SCMS. 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.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.
9. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

D. Process for Rehabilitation, Readmission, Interim Placement Expelled Pupils/Alternative Education

In the event of a decision to expel a student from SCMS, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Expelled Transfer Student Admission
If a student is under an expulsion order from another school district (LEA), all information must be provided to SCMS Board of Directors for review. SCMS Governing Board will determine if enrollment will be granted. The decision to admit an expelled pupil from another school district or charter school shall be in the sole discretion of the Board. To determine if a student is rehabilitated, the Principal will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The Principal will make the determination whether the pupil has successfully completed the rehabilitation plan, from SCMS or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the Board following an investigation as to the student’s progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's readmission is also contingent upon SCMS’s capacity at the time the student seeks admission. All expelled students from other schools will begin their time at SCMS going to our Center for Student Development where they will be instructed on our Guiding Principles. The parent, the student and the school will receive a weekly reports and ongoing weekly monitoring to determine the student’s success at SCMS.

Expulsion Appeal Process
Parents or guardians are entitled to a hearing to determine whether the student should be expelled. A request for appeal of expulsion must be addressed to the Board and must be received within thirty (30) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion, a fair and impartial panel of representatives appointed by SCMS Governing Board will hear the appeal. All expulsion cases will be heard by an independent Administrative Panel pursuant to E.C. Section 48918(d). The hearing will be held in closed session unless the pupil makes a written request for a public hearing three days prior to the hearing. The Administrative Panel shall consist of three members who are certificated and neither a teacher of the pupil or a Board member.
Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing 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. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil; unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

Readmissions Appeal Process

A request for appeal of decision not to readmit or admit after expulsion from another school must be received within five (5) working days after the written notice received by the parent/guardian. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/ guardian(s). In the case of expulsions, a fair and impartial panel of representatives appointed by SCMS Governing Board will hear the readmissions denial appeal, and its decision will be final.

Reinstatement

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.
**Gun Free Schools Act**
The Charter School shall comply with the federal Gun Free Schools Act.
Element 11: Retirement System (Compensation & Benefits)

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

Staff at the SCMS will participate in the federal social security system for its Classified staff and to possible other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school’s employee policies. SCMS retains the option for its board to elect to participate in the State Teachers Retirement System and/or Public Employees Retirement System and coordinate such participation, as appropriate, with the social security system or other reciprocal systems in the future, should it find that participation enables the school to attract and retain a higher quality staff. If the school should opt to participate in the STRS or PERS systems, the district shall cooperate as necessary to forward any required payroll deductions and related data. The school shall pay the district a reasonable fee for the provision of such services.

Work Basis
Employee work calendars, hours per week, and vacation time will be determined in individual employment contracts. The administrative staff will typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers will typically work a calendar year of 10 months with a standard week of approximately 38.5 hours, including instructional hours, meetings, and professional development (teachers may work some 40-hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff will typically work a calendar year of 12 months with a standard week of approximately 40 hours. However, from year to year the needs of the school may change and the Board of Directors may change the work schedule for the staff.

Benefits
Sick days will be provided for each eligible full-time employee 10 paid sick days per year. Classified year-round employees earn 10 paid sick days per year.

Full-time employees will be provided with three bereavement days for immediate family, or five bereavement days when out-of-state travel is required. Immediate family members will be defined as: spouse or cohabitant who is the equivalent of a spouse; parent (includes in-law, step and foster parent, and parent of cohabitant); grandparent (includes in-law, step and grandparent of a cohabitant); child (includes son/daughter-in-law, step and foster child, and child of a cohabitant); grandchild (includes grandchild of spouse, step grandchildren, and grandchildren of cohabitant); brother; sister; and any relative living in the employee’s immediate household. Eligible employees will receive not less than 10 legal holidays each contract year.

Mandatory benefits such as workers’ compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by SCMS. Health benefits will also be provided to full-time employees. Employees on charter school leave from LOS ANGELES UNIFIED SCHOOL DISTRICT elect to give up district-offered coverage during the term of their employment with SCMS.
Retirement

I) STRS
All full-time employees who are eligible will participate in the State Teachers’ Retirement System (STRS). Employees will contribute the required percentage (currently 8.0% of salary), and SCMS will contribute the employer’s portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other of STRS.

II) PERS
All SCMS classified employees who are eligible will participate in the Public Employees Retirement System (PERS). Employees will contribute the required percentage as designated by PERS, and SCMS will contribute the employer’s portion as required by PERS. All withholdings from employees and the charter school will be forwarded to the PERS Fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS.

III) OASDI, PARS and Others
SCMS will participate in OASDI for non-PERS/STRS eligible part-time employees. The SCMS Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

Procedures For Evaluating Credentials & Monitoring Changes & Expirations Of Credentials
Summit Charter Middle School teachers will hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. At point of hire and at the beginning of each subsequent school year, the Principal will confirm that teachers’ credentials are aligned to their assignments, or inform staff of any required modifications or updating. The Principal will also abide by NCLB Title I, Part A legislation regarding parent notification of NCLB teacher requirements. Summit Charter Middle School will maintain current copies (front and back) of all teacher and paraprofessional credentials such that they are easily accessible for inspection on site. Records affirming fingerprinting and clearance will be kept on file at SCMS and will be available for audit. The Office Manager or a designee will monitor the expiration dates of credentials, certificates to confirm their current status and to remind employees of pending expirations. Each employee will be responsible for securing appropriate renewals and providing copies to the Charter School.
Element 12: Attendance Alternatives

The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. California Education Code Section 47605(b)(5)(L)

SCMS is a school of choice. No student is required to attend, and no person is required to work at the charter school. LOS ANGELES UNIFIED SCHOOL DISTRICT students living within the attendance area of LOS ANGELES UNIFIED SCHOOL DISTRICT who do not desire to attend the charter school may attend another school in LOS ANGELES UNIFIED SCHOOL DISTRICT. Alternatives to SCMS for these students living within the LOS ANGELES UNIFIED SCHOOL DISTRICT attendance area who opt not to attend the charter school will be the same as those offered to all other students currently residing in the district. Pupils who choose not to attend SCMS may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District. Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

SCMS will inform parents/guardians of each pupil enrolled in the charter school has no right to admission in a non-charter District school as a consequence of charter school enrollment except to the extent that such a right is extended by the District.

Pupils who choose not to attend [Charter School] may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

The Charter School does not have a geographic boundary, therefore any child within the State of California that chooses to attend may do so dependent upon open seats.

The public school attendance alternatives for pupils residing within the school district that choose not to attend charter schools. Ed. Code 47605 (b)(5)(L)

The charter school will enroll students on a first come first serve basis until capacity is reached. Student will then be placed on a waiting list and as space becomes available the school will fill those positions based on a public lottery drawing. The date and time of the lottery will be publicized through flyers and phone calls to parents who are on the waiting list. The public lottery will be held at the Charter School.

The address of the Charter School and the Phone number have not yet been determined.

The contact for the Charter School will be Eduardo Rodriguez.

The grade configuration is 6th to 8th grade.

The number of students in the first year will be 300 students.
The grade level of the students in the first year will be 6th and 7th grades.

The opening date of the Charter School is August of 2014.

The admission requirements include: admission is open to any and all students.

The operating capacity in year one will be 300 students, year two and on will be 450 students.

The instructional calendar will be a traditional calendar.
Element 13: Employee Rights

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after the employment at a charter school. California Education Code Section 47605 (b)(5)(M)

Equal Rights Statement

SCMS believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Education Code Compliance

SCMS accepts and understands its obligation to comply with specific sections of the Education Code such as Sections 47611 (STRS) and 41365 (Revolving Loan Fund), and all laws establishing minimum age for public school attendance.

All employees shall be exclusive employees of the Charter School. Upon employment by the Charter School, new employees will resign from any other full-time position.

Former District employees must consult with the District to determine their eligibility for leave. Certificated leave from the District may be up to one year. Classified leave from the District may be for one year, which may be extended for up to the term of the original petition.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements.

At the same time, any LAUSD employee’s right to return to LAUSD from the charter school, would be subject to LAUSD policy. However, it is the responsibility of the employee to consult with the District to determine the manner in which they may return to LAUSD. The charter school will have no control or say in this process.

Release Policy

The Charter School, as the exclusive employer, will establish its own release policy guidelines. All staff will be evaluated on an annual basis. The decision to release an employee will be subject to their performance and evaluation by their supervisors. During a reduction in force period, the employees job performance and evaluation will be taken into consideration prior to any decision for releasing the staff member.
Leaves

All requests for leaves of absence must be submitted in writing to the Principal. Moreover, an employee must provide the Charter School with reasonable notice of his/her desire to take a leave of absence whenever possible.

Unless provided otherwise by a more specific policy or applicable law, all leaves of absence are available only on an unpaid basis.

If an employee fails to return to work on the next regularly-scheduled work day following the expiration of his/her leave, the employee will be considered to have voluntarily terminated his/her employment.

The Charter School recognizes that special situations may arise where any employee must leave his/her job temporarily. At the Charter School’s discretion, an unpaid leave of absence may be granted. For benefited employees, unless otherwise required by law, benefits cease on the first day of unpaid leave, but the employee may purchase benefits through COBRA for up to thirty-six months.

Employees requesting and receiving an unpaid leave of absence do so with the understanding that unless otherwise provided by law, there is no guarantee that the position they are leaving will be available upon their return, and that continuing employment at the Charter School will be contingent upon openings available for which the employee is qualified.

Family Care & Medical Leaves

The Charter School will comply with the federal Family and Medical leave Act (FMLA) and the California Family Rights Act (CFRA), both of which require the Charter School to permit each eligible employee to take up to twelve workweeks of unpaid FMLA leave in any twelve month period for the birth/adoption of a child or the placement of a child for foster care, the employee’s own serious health condition or to care for certain family members who have a serious health condition. This policy is intended to provide an overview of the Charter school’s and the employee’s obligations, but in no way is intended to increase or diminish the obligations set forth under federal and state law. For the purposes of this policy, all leaves taken under FMLA or CFRA will be unpaid.

To be eligible for FMLA leave, the employee must have been employed by the Charter School for at least twelve months immediately preceding commencement of the FMLA leave.

An employee requesting FMLA leave because of his or her own or a relative’s serious health condition must provide medical certification from the appropriate health care provider. Failure to provide the required certification in a timely manner (within 15 days of the leave request) may result in denial of the leave request until such certification is provided.
An employee should request FMLA leave in writing from the directors. Before an employee will be permitted to return to work from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.

**Pregnancy Disability Leave**

The Charter School will comply with the California Pregnancy Disability Act. Employees will be granted six to eight weeks of unpaid leave for child birth. Employees on Pregnancy leave must use their illness balance prior to taking the remainder of the leave as unpaid.

A medical certification from the appropriate medical provider is needed for approval of the pregnancy leave. All requests for Pregnancy Leave must be submitted to the administrators in writing 30 days prior to taking the leave.

**Jury & Witness Duty**

Regular full time and part time employees will be excused from work for required court duty as a juror or witness, but this time shall be unpaid.

Employees should notify their supervisors immediately when they receive notice to report for jury or witness duty.

**Military Leave of Absence**

Military leaves of absence will be granted without pay in accordance with state and federal law. However, in order to be eligible, employees must submit verification from the appropriate military authority. Employees are entitled to reinstatement upon completion of military service, provided an application is made within ninety days (90) of discharge or as otherwise provided by law.

**Bereavement Leave**

Each full time employee will be provided with three (3) paid bereavement days within California, and five (5) paid bereavement days out of state for family members. Family members will be defined as members of the employee’s or spouse’s immediate family which means the parents, grandparents, spouse, significant other, child or grandchild, brother or sister.

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14: Dispute Resolution

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.
California Education Code Section 47605(b)(5)(N)

The staff and governing board members of SCMS agree to attempt to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and SCMS except any controversy or claim that is in any way related to revocation of this Charter, (~Disputell) pursuant to the terms of this Element 14.

Any Dispute between the District and SCMS shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing (~Written Notificationl). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Summit Charter Middle School
c/o CEO
Address to be determined

Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, Ca. 90017

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties.
Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: Employer Status & Collective Bargaining

Exclusive Public School Employer

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). California Education Code Section 47605(b)(5)(O)

Educational Employment Relations Act

SCMS is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16: Procedures To Be Used If The Charter School Closes

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.1

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

Terms and Renewal

This charter for Summit Charter Middle (SCMS) may be up to a five-year term beginning in July 2014 and expiring in June, 2019. The Los Angeles Unified School District Board of Education may renew the charter for subsequent five-year terms. Prior to the expiration of the charter, Los Angeles Unified School District will contract an independent third-party to perform a school evaluation based upon the measurable goals and terms outlined in this charter. The Charter School must submit its renewal petition to the District’s Charter School Division no earlier than September of the year before the charter is due to expire and no later than January 31 of the year the charter is scheduled to expire. At the time the charter renewal is submitted, SCMS and Los Angeles Unified School District will establish a mutually agreeable timeline to complete the renewal process.

Revocation

The District may revoke the Charter if SCMS commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the SCMS if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- SCMS committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- SCMS failed to meet or pursue any of the pupil outcomes identified in the charter.
- SCMS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- SCMS violated any provisions of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the SCMS in writing of the specific violation, and give the SCMS a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close Summit Charter School either by the governing board of SCMS or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is
revoked or non-renewed by the LAUSD Board of Education; the governing board of SCMS votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by California *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to [Charter School], including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of SCMS or the LAUSD Board of Education, the governing board of SCMS shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how SCMS will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of SCMS. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in SCMS within 72 hours of the Closure Action. SCMS shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). [Charter School] shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. [SCMS shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, [Charter School] shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). SCMS shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. SCMS shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. SCMS shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure

2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure
Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

SCMS shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. SCMS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher grade books, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

Financial Close-Out
After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

SCMS shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

SCMS shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by SCMS will be the responsibility of SCMS and not LAUSD. [Charter School] understands and acknowledges that SCMS will cover the outstanding debts or liabilities of SCMS Any unused monies at the time of the audit will be returned to the appropriate funding source. SCMS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which [Charter School] participates, and other categorical funds will be returned to the source of funds.

[Charter School] shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports

4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.

2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.

3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

SCMS shall retain sufficient staff, as deemed appropriate by the SCMS governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

SCMS’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.
Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end SCMS’s right to operate as a charter school or cause [Charter School] to cease operation SCMS and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Conclusion

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to continue working cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year charter term from July 1, 2014 to June 30, 2019.
Appendix

I. Articles of Incorporation
II. Conflict of Interest
III. Bylaws
IV. National Educational Technology Standards
V. Budget
VI. Board Member Resumes, Questionnaires, Due Diligence
VII. Signature Page & Resumes for Meaningfully Interested Teachers
VIII. Parent/Student Handbook
IX. Bell Schedule
X. Calendar
XI. Organization Chart
XII. Admissions Application
XIII. Lottery form
XIV. Personal Learning Plans
XV. Personnel Handbook
XVI. Letter of Intent
XVII. Charter Briefing Page
XVIII. California Content Standards
XIX. California Common Core Standards
XX. Board Resolutions
Bibliography


