



Summit Preparatory Charter School

*Petition Respectfully Submitted to the
Los Angeles Unified School District*

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Contact: Arianna Haut, Lead Founder
ahaut@buildingexcellentschools.org
(323) 642-8806

Founding Team

Sanaea Daruwalla
Associate
Phillips Jessner LLP

Arianna Haut
Fellow
Building Excellent Schools

Gretchen Humbert
Chief Financial Officer
rent.com

Natasha L. Johnson
Corporate Associate
Sidley Austin LLP

Edward T. Lin
Director of Major Gifts
Santa Monica-Malibu
Education Foundation

Jasmine Pachnanda
Director of Network Services
Broad Center

Anthony Pennay
Director
Annenberg Learning Center
at the Ronald Reagan
Presidential Library

Reid Phillips
Manager, Content Planning
and Analysis
Netflix

Jimar Wilson
Vice President
Boston Private Bank and
Trust

Element 1 – The Educational Program

Mission

Through rigorous academics and the development of active citizenship, Summit Preparatory Charter School educates fourth through eighth grade students for success in the most selective high schools and colleges.

Vision

Summit Preparatory Charter School (“Summit Prep”) is a proposed 4-8 middle school in South Los Angeles founded on the belief that all students, regardless of race, economic status, or family circumstance, can achieve at the highest academic levels. We believe that demographics do not determine destiny, a sentiment echoed by Samuel Casey Carter in his research of successful urban schools in *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*: “Against the perennial claims of the education establishment that poor children are uneducable, these case studies highlight and celebrate the effective practices of low-income schools that work. Only by encouraging, rewarding, and imitating this kind of success will our schools provide the kind of opportunity that all children in a free society deserve.”¹

Many of California’s students are not currently prepared for the challenges of college. A 2008 report from the California Legislative Analyst’s Office found that only the top one-eighth of California high school graduates are eligible for admission to the University of California (UC) system; of those, approximately one-third are not ready for college writing. The same report found that “most incoming [California Community College] students are not ready for college-level work.”² In 2006-2007, the California Community College system provided basic skills instruction – pre-collegiate level reading and composition, as well as basic arithmetic – to more than 600,000, or 23%, of its 2.6 million students; about half of those students receiving basic skills instruction do not persist in college.

Without a strong high school education, California’s students are not academically prepared for the rigors of either the UC or community college system, and even with remediative instruction do not persist in college. Within our expanded 4-8 middle school model, we provide an education that addresses gaps left from the early elementary years, expands the role and impact of middle schools, and thus prepares students to excel in academically rigorous and often selective admission high schools and colleges.

Summit Prep targets the academic needs of the students of South Los Angeles with: an academically rigorous education that challenges and supports students; a highly structured environment that demands and fosters exemplary behavior; and an unwavering focus on literacy and numeracy that provides the foundation for all future academic success. Our focus on active

¹ Carter, Samuel Casey. *No Excuses: Lessons from 21 High-Performing, High-Poverty School*. Washington, DC: Heritage Foundation, 2000.

² Hill, Elizabeth G. “Back to Basics: Improving College Readiness of Community College Students.” http://www.lao.ca.gov/2008/edu/ccc_readiness/ccc_readiness_0608.pdf.

citizenship, built through our emphasis on our five core values of Preparation, Respect, Integrity, Determination, and Enthusiasm, will prepare students for the culture and communities of high-performing high schools and four-year colleges and universities.

At Summit Preparatory, we believe that all children:

- Are capable of achieving at the highest academic levels.
- Deserve an education that prepares them for the rigors of high school and college.
- Learn best in a structured, motivating environment that emphasizes high standards.

At Summit Preparatory, we believe that academic achievement:

- Hinges on excellence in reading, writing, and math.
- Includes a focus on college preparation that begins early in every child's life.
- Accelerates when there is structure, support, and challenge.

Statement of Need

The Los Angeles Unified School District (LAUSD) is the largest school district in California and the second largest in the nation, serving, as of 2012, over 664,000 students at 1,211 schools.³ The district spans 710 square miles across the city of Los Angeles, portions or all of 23 additional cities, and portions of unincorporated Los Angeles County.⁴

The district serves a diverse student population, representing dozens of languages and ethnicities, but the majority of LAUSD students – 73.4% in 2011-2012 – identify as Hispanic/Latino.⁵ Over a quarter of the district's students are English Language Learners (27% in 2010-2011); the majority of these students speak Spanish as their native language.⁶

LAUSD serves a large number of students from families living below the poverty line. Approximately 83% of students qualify for free and reduced lunch, and approximately 81% of students come from families in which neither parent attended college.⁷

Students in Los Angeles are struggling to make academic gains. The district is in its third year of Program Improvement (PI), and did not meet its English Language Arts, Mathematics, or graduation AYP criteria.⁸ As of October 2012, 561 schools – over 46% – in the district are in PI or termed at-risk, with dozens in their third, fourth, or fifth year.⁹ In 2012, district-wide, 50.1% of students in the district earned scores of proficient or advanced on the English-Language Arts California Standards Test (CST); 53.5% earned scores of proficient or advanced on the

³ http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/LAUSDNET/OFFICES/COMMUNICATIONS/11-12FINGERTIPFACTSREVISED_0.PDF.

⁴ Ibid.

⁵ Ibid.

⁶ <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe>.

⁷ <http://api.cde.ca.gov/Acnt2012/2012GrowthDstApiDC.aspx?allcds=1964733>.

⁸ <http://ayp.cde.ca.gov/reports/Acnt2012/2012APRDstPIReport.aspx?cYear=&allCds=1964733&cChoice=PI11b>.

⁹ http://echoices.lausd.net/PIandPIAtRisk_English.pdf.

Mathematics CST.¹⁰ On the ELA CST, 45.1% of African-American students and 44.6% of Hispanic/Latino students, respectively, earned scores of proficient or advanced; on the Math CST, 41.9% of African-American students and 49.3% of Hispanic/Latino students earned scores of proficient or advanced.

LAUSD's Base API score in the 2011-2012 school year was 744, as compared to 788 for the state of California. However, the average Base API scores for students of color – 695 for African-American students and 722 for Hispanic/Latino students – were significantly lower than 873, the Base API score for white students.¹¹ In 2011, LAUSD high schools averaged a graduation rate of just over 61%,¹² compared with nearly 77% statewide.¹³

Among the students in LAUSD who do receive a high school diploma, there are clear differences in college preparation and readiness among racial/ethnic groups. Students from minority groups or those raised in poverty consistently demonstrate lower levels of academic achievement on standardized tests; they enroll in fewer college preparatory classes. As a result, poor and minority students are not adequately prepared for postsecondary education.

Proposed Area Demographics

We are committed to providing an educational alternative for any child who wishes to attend Summit Preparatory Charter School (“Summit Prep”). However, the majority of our recruitment efforts will focus on the children and families living in three contiguous, historically underserved portions of South Los Angeles:

- **Vermont Square**, bounded approximately by Exposition Boulevard to the north, Western Avenue to the west, Slauson Avenue to the south, and the 110 Freeway to the east (overlaid by zip code 90037). Population density – 17,798 people per square mile – is among the highest for the city of Los Angeles, 23rd out of 265.¹⁴
- **Historic South-Central**, bounded approximately by Washington Boulevard to the north, the 110 Freeway to the west, Vernon Avenue to the south, and Central Avenue to the east (approximately overlaid by zip code 90011). Population density – 19,474 people per square mile – is among the highest for the city of Los Angeles, 17th out of 265.¹⁵
- **Central-Alameda**, bounded roughly by Washington Boulevard to the north, Central Avenue to the east, Slauson Avenue to the south, and Alameda Street to the east (approximately

¹⁰ <http://ayp.cde.ca.gov/reports/Acnt2012/2012APRDstAYPReport.aspx?cYear=&allCds=1964733&cChoice=AYP11b>.

¹¹ <http://api.cde.ca.gov/Acnt2012/2012GrowthDstApi.aspx?cYear=&allCds=1964733&cChoice=2012GDst2>.

¹² <http://ayp.cde.ca.gov/reports/Acnt2012/2012APRDstAYPReport.aspx?cYear=&allCds=1964733&cChoice=AYP11b>.

¹³ <http://ayp.cde.ca.gov/reports/Acnt2012/2012APRStAYPReport.aspx>.

¹⁴ All data obtained from *The Los Angeles Times*' "Neighborhoods" project: <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/vermont-square/>.

¹⁵ All data obtained from *The Los Angeles Times*' "Neighborhoods" project: <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/historic-south-central/>.

overlaid by zip code 90011 and a portion of 90058). Population density – 18,760 people per square mile – is among the highest for the city of Los Angeles, 19th out of 265.¹⁶

Complete demographic data can be found in the table that follows on pages 5 through 9 of this element, and demonstrates high percentages of students with special needs, students who qualify for free and reduced-price lunch, and English Language Learners.

The residents of these neighborhoods are under tremendous economic pressures:¹⁷

Figure 1.1: Economic Data in Summit Prep’s Target Neighborhoods

Zip Code	Median Family Income	Per Capita Income	Population Below the Poverty Line	Children Below the Poverty Line ¹⁸	Unemployed Adults
90011 (Historic South-Central)	\$28,764	\$9,643	41.4%	56.1%	5.5%
90037 (Vermont Square)	\$29,522	\$11,066	37.1%	50.5%	10.1%
90058 (Central-Alameda)	\$17,279	\$8,147	58.1%	76.1%	11.4%

Most importantly for this charter petition, these three neighborhoods represent some of the lowest levels of educational attainment in Los Angeles. As shown below, college completion rates range between 2.6% and 7.2% for adults over 25.

Figure 1.2: Educational Attainment Rates in South Los Angeles (Adults 25 and Older)¹⁹

Level of Education Attained	90011	90037	90058
No high school diploma or equivalent	64.7%	54.9%	69.6%
High school graduate or equivalent	20.7%	23.8%	7.4%
Some college (no degree)	8.4%	12.6%	13.1%
Associate’s Degree	3.1%	2.6%	1.8%
Bachelor’s Degree	2.6%	5.2%	7.2%
Graduate or Professional Degree	.5%	.8%	.9%

¹⁶ All data obtained from the Los Angeles Times’ “Neighborhoods” project: <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/central-alameda/>.

¹⁷ All data obtained from the 2010 Census: <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml###>.

¹⁸ “Children” refers to those residents who are under 18.

¹⁹ All data obtained from the 2010 U.S. Census: http://factfinder2.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_11_5YR_DP02

**Figure 1.3: DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
(Surrounding Schools Data)**

LAUSD SCHOOLS	Number of Students	Multi-Track School?	Program Improvement?	Met School-wide Growth Target?	Met all Sub-group Growth Targets?	API Score	API State Ranking	Similar Schools Rank	% of Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% of Major Ethnicity #1	% of Major Ethnicity #2	% of Major Ethnicity #3
Audubon Middle	816	No	Yes, yr. 5	No	No	711	3	10	86.2	17	0.1	62.6 black	36.0 Latino	0.9 Asian
42 nd Street Elementary	346	No	Yes, yr. 5	No	No	631	1	2	50.1	11	0.2	69.1 black	28.6 Latino	2.0 other
Martin Luther King Jr. Elementary	556	No	Yes, yr. 2	Yes	Yes	752	1	2	51.7	9	0.4	70.3 Latino	29.1 black	0.4 other
Manual Arts Sr. High	3460	No	No	Yes	No	592	1	3	89.5	12	0.4	82.4 Latino	16.7 black	0.5 other
Birdielee V. Bright Elementary	724	No	Yes, yr. 4	Yes	No	807	6	10	46.2	10	0.3	78.5 Latino	20.7 black	0.3 other
Budlong Ave. Elementary	925	No	No	Yes	No	697	3	8	56.6	10	0.6	81.4 Latino	18.1 black	0.3 white
Crenshaw Sr. High	1676	No	Yes, yr. 5	No	No	565	1	2	93.6	15	0.1	66.8 black	31.5 Latino	1.1 Asian
59 th Street Elementary	374	No	Yes, yr. 5	No	No	697	3	8	40.1	14	0.3	60.0 Latino	15.0 black	15.0 white
Foshay Learning Center	2210	No	Yes, yr. 5	Yes	No	707	2	3	84.9	10	0.3	83.6 Latino	15.6 black	0.5 Asian
John Muir Middle	1365	No	Yes, yr. 5	Yes	Yes	645	1	1	79.5	13	0.5	34.1 Latino	33.0 black	22.0 other
Lenicia B. Weemes Elementary	949	No	Yes, yr. 4	No	No	741	3	8	55.4	11	0.4	72.6 Latino	25.3 black	1.2 Asian
Menlo Avenue Elementary	762	No	No	Yes	Yes	782	3	7	55.3	13	0.5	84.0 Latino	15.1 black	0.7 other
61 st Street Elementary	899	No	Yes, yr. 2	Yes	No	765	3	7	54.8	10	0.6	84.0 Latino	14.9 black	0.4 Asian
Central High	565	No	No data	No	No	426	No data	No data	73.2	25	0.3	75.6 Latino	15.8 black	4.6 other
Miramonte Elementary	1471	Yes	Yes, yr. 5	No	No	676	1	2	56.4	8	0.7	98.0 Latino	1.4 black	0.5 other
Pacific Boulevard	584	No	Yes, yr. 1	Yes	No	819	5	10	22.8	32	0.6	99.1 Latino	0.2 black	0.2 white

Student Empowerment Elementary	400	No	Yes, yr. 2	Yes	Yes	703	2	2	41.5	3	0.2	98.0 Latino	2.0 black	---
Orthopaedic Hospital Magnet	855	No	No	Yes	Yes	781	5	6	41.7	2	0.1	91.0 Latino	6.4 black	1.3 Asian
Main Street Elementary	796	No	Yes, yr. 5	No	No	740	3	7	60.6	10	1.0	54.4 Latino	28.1 black	12.3 other
32 nd Street USC Performing Arts	1099	No	Yes, yr. 3	Yes	Yes	807	4	7	61.4	6	0.1	65.8 Latino	18.9 black	7.2 white
West Vernon Avenue Elementary	976	Yes	Yes, yr. 5	No	No	731	2	4	57.7	9	0.7	91.7 Latino	7.7 black	0.3 other
Normandie Avenue Elementary	984	No	Yes, yr. 5	No	No	733	2	6	53.6	15	0.4	74.6 Latino	24.7 black	0.5 other
Jones Primary Center	203	No	No	Yes	Yes	770	No data	No data	58.0	0	0.4	83.3 Latino	16.3 black	0.5 other
52 nd Street Elementary	797	No	Yes, yr. 5	No	No	671	1	1	87.0	14	0.5	82.8 Latino	16.4 black	0.6 other
Angeles Mesa Elementary	396	No	Yes, yr. 5	No	No	685	1	6	46.0	21	0.3	52.5 Latino	46.7 black	0.8 other
Western Avenue Elementary	706	No	Yes, yr. 5	Yes	Yes	759	2	6	51.8	15	0.4	68.0 Latino	31.3 black	0.4 Asian
City of Angels	1948	No	No data	No	No	615	No data	No data	36.2	2	0.1	68.1 Latino	16.7 black	10.5 white
Norwood Street Elementary	762	No	Yes, yr. 5	No	No	730	2	3	46.7	13	0.5	95.4 Latino	3.1 black	0.8 other
Santee Education Complex	2804	No	Yes, yr. 5	Yes	No	612	1	1	73.0	11	0.4	92.7 Latino	6.4 black	0.5 other
San Pedro Street Elementary	703	No	No	Yes	Yes	815	5	9	50.0	11	0.7	99.1 Latino	0.3 white	0.3 other
20 th Street Elementary	672	No	Yes, yr. 5	Yes	Yes	779	3	6	55.7	8	0.6	96.1 Latino	3.7 black	0.1 Asian
John Adams Middle	1246	No	Yes, yr. 5	Yes	No	734	2	6	46.5	11	0.4	98.2 Latino	1.5 black	0.2 Asian
28 th Street Elementary	767	No	Yes, yr. 5	Yes	Yes	734	1	2	54.9	11	1.2	97.4 Latino	2.0 black	0.5 other
Trinity Street Elementary	521	No	No	No	No	746	3	6	54.3	12	0.9	96.0 Latino	3.5 black	0.2 white
Ricardo Lizarraga Elementary	752	No	No	Yes	Yes	775	3	8	51.1	9	0.5	93.1 Latino	6.6 black	0.3 other
Nevin Avenue Elementary	725	Yes	Yes, yr. 5	Yes	Yes	745	1	3	44.4	12	0.7	94.8 Latino	4.3 black	0.7 other

Wadsworth Avenue Elementary	813	No	Yes, yr. 5	Yes	Yes	711	1	2	50.0	9	0.7	95.0 Latino	4.6 black	0.2 Asian
Thomas Jefferson Sr. High	2107	No	Yes, yr. 5	Yes	Yes	589	1	2	46.7	14	0.4	91.0 Latino	8.4 black	0.5 other
Harmony Elementary	806	No	Yes, yr. 5	No	No	722	2	5	54.0	10	0.6	94.4 Latino	5.2 black	0.4 other
George Washington Carver Middle	1590	No	Yes, yr. 1	Yes	Yes	636	1	2	52.2	9	0.5	92.1 Latino	7.5 black	0.2 Asian
Ascot Avenue Elementary	1027	No	Yes, yr. 5	Yes	Yes	768	3	7	94.7	8	0.7	95.0 Latino	4.6 black	0.3 Asian
49 th Street Elementary	979	No	Yes, yr. 5	Yes	Yes	708	1	1	52.7	7	0.7	91.9 Latino	7.8 black	0.2 other
Vernon City Elementary	273	No	Yes, yr. 2	Yes	No	814	6	10	88.3	12	0.4	99.6 Latino	0.4 black	--
Aurora Elementary	473	No	Yes, yr. 2	Yes	Yes	818	5	9	51.1	13	0.8	92.4 Latino	7.2 black	0.4 other
Holmes Avenue Elementary	403	No	Yes, yr. 5	No	No	708	1	3	69.3	8	0.3	81.4 Latino	13.9 black	4.7 Asian
Hooper Avenue Elementary	1267	No	Yes, yr. 5	Yes	No	695	1	2	50.1	13	0.7	93.1 Latino	6.6 black	0.2 Asian
Los Angeles Academy Middle	2082	No	Yes, yr. 5	Yes	Yes	686	1	5	48.5	10	0.4	91.9 Latino	7.7 black	0.2 Asian
Lillian Street Elementary	746	No	Yes, yr. 1	No	No	770	3	7	47.7	9	0.5	99.1 Latino	0.7 black	0.1 Asian
Thomas A. Edison Middle	1176	No	Yes, yr. 5	Yes	No	694	1	3	50.7	12	0.5	96.1 Latino	3.4 black	0.3 Asian
Bradley Magnet	379	No	Yes, yr. 3	No	No	668	1	2	76.4	13	0.1	71.0 black	21.7 white	8.7 Latino

CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met School-wide Growth Target?	Met all Sub-group Growth Targets?	API Score	API State Rank	Similar Schools Rank	% of Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of ELL Students	% of Major Ethnicity #1	% of Major Ethnicity #2	% of Major Ethnicity #3
New Heights Charter	279	No	Yes, yr. 1	Yes	Yes	804	4	9	97.8	13	0.1	69.5 other	27.2 Latino	3.2 black
Bright Star Secondary Charter Academy	246	No	No	Yes	Yes	820	9	10	No data	5	0.3	85.4 Latino	12.6 black	1.6 Asian
Alliance College-Ready Academy High No. 5	566	No	No data	No data	No data	748	No data	No data	95.4	10	0.2	73.5 Latino	13.4 other	12.7 black
Wallis Annenberg High	454	No data	Yes, yr. 2	No	No	742	5	10	96.9	5	0.1	70.9 other	28.9 Latino	0.2 white
Frederick Douglass Academy Elementary	277	No	Yes, yr. 1	No	No	734	4	7	No data	10	No data	86.3 black	8.3 Latino	4.7 other
Today's Fresh Start Charter	561	No data	No data	No data	No data	805	No data	No data	96.3	No data	0.2	60.2 black	38.1 Latino	1.4 other
Downtown Value	450	No	Yes, yr. 4	Yes	Yes	816	5	9	94.7	7	0.3	99.3 Latino	0.4 white	0.2 Asian
Alliance Gertz-Ressler High	529	No	No	Yes	Yes	838	9	10	89.5	7	0.2	90.2 Latino	7.6 black	1.3 other
Alliance Richard Merkin Middle	445	No	Yes, yr. 5	No	No	748	4	6	96.6	7	0.2	93.0 Latino	3.8 black	2.9 other
New Designs Charter	691	No data	Yes, yr. 4	No	No	742	4	9	89.4	4	0.2	62.2 Latino	36.8 black	0.6 Asian
Garr Academy of Math and Entrepreneurial Studies	309	No data	Yes, yr. 1	No	No	780	4	7	85.6	12	0.1	95.8 black	2.6 Latino	1.0 other
Lou Dantzer Preparatory Charter Middle	326	No	Yes, yr. 1	No	No	643	3	6	No data	10	0	94.5 black	4.3 Latino	0.9 other
Lou Dantzer Preparatory Charter Elementary	197	No	Yes, yr. 1	No	No	793	5	No data	No data	9	No data	42.9 black	28.6 other	14.3 Latino
Synergy Kinetic Academy	357	No	Yes, yr. 1	Yes	No	805	8	10	96.6	9	0.2	91.3 Latino	8.4 black	0.3 other
Alliance William and Carol Ouchi Academy High	471	No	Yes, yr. 1	Yes	No	773	6	10	95.7	5	0.2	68.8 Latino	18.9 other	12.3 black

New Designs Charter School -Watts	325	No data	Yes, yr. 2	Yes	No	659	1	4	89.6	6	No data	55.4 black	44.0 Latino	0.6 other
Dr. Theo. T. Alexander Jr., Science Center	635	No	Yes, yr. 4	Yes	Yes	776	3	1	81.1	6	0.3	69.9 Latino	25.8 black	2.4 Asian
Animo Jackie Robinson High	591	No	No	Yes	Yes	774	6	10	98.7	7	0.2	91.4 Latino	6.1 black	2.0 other
Accelerated Elementary Charter	127	No data	No	No	No	760	4	No data	87.5	11	0.5	87.4 Latino	9.4 black	1.6 white
Synergy Charter Academy	311	No data	No	Yes	Yes	934	9	10	86.9	11	0.2	93.6 Latino	5.5 black	0.6 white
Accelerated	751	No data	Yes, yr. 5	Yes	Yes	763	2	9	84	10	0.4	55.4 Latino	44.6 other	--
Animo Ralph Bunche High	855	No data	Yes, yr. 1	No	No	691	3	6	96.7	9	0.2	98.4 Latino	1.3 black	0.1 Asian
Global Education Academy	242	No	Yes, yr. 1	Yes	Yes	843	5	10	98	9	0.1	90.9 Latino	9.1 other	--
Center for Advanced Learning	265	No	No	Yes	No	815	6	10	96.7	11	0.5	83.8 Latino	16.2 other	--
Celerity Dyad Charter	549	No	No	Yes	Yes	888	9	10	100	7	0.5	92.3 Latino	7.5 black	0.2 other

Enrollment Plan

Summit Prep plans to open in August, 2014 with 120 fourth grade students, and using a slow growth model, grow one grade per year and in 2018 serve at maximum capacity 600 students in grades 4-8. To inform this growth model, we plan to enroll a new class of 120 fourth graders, and fill spaces available in the upper grades.

To remain fiscally conservative and as informed by the experiences of similar schools, we expect an attrition rate of 8-10% per year,²⁰ with a probable spike at the end of fifth grade, as parents might choose to move their students to traditional middle schools; however, to the greatest extent possible, we are committed to backfilling any seats that become available, leading us to an eventual full capacity of 600 students (120 per grade), as indicated below.

Figure 1.4: Summit Prep Enrollment Plan

Full Enrollment					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Fourth Grade	120	120	120	120	120
Fifth Grade		120	120	120	120
Sixth Grade			120	120	120
Seventh Grade				120	120
Eighth Grade					120
Total	120	240	360	480	600

Summit Prep is committed to providing every student with access to an excellent education and building academic success as measured by California state assessments and other measures. Upon admittance, new students will take both math and literacy placement assessments using the nationally normed Terra Nova as well as teacher-created intake assessments aligned to California grade level standards to determine student ability level; teachers might engage students in targeted small group instruction to remediate weaker skills, or participate in intensive one-on-one tutoring during the tutoring block (44 minutes four days per week for a total of 176 minutes each week) or, as needed, during Tutoring Plus as part of our extended day (55 minutes four days per week for a total of 220 minutes per week). We therefore offer 396 minutes of individual and small group support per week to the students facing the most academic challenge and students who enter after the initial grades who will likely need additional supports to catch up with their classmates. This use of targeted intervention is informed by the ambitious nature of our enrollment plan, outcome goals for all students, and our mission.

²⁰ Our research of urban charter middle schools revealed that many schools experience an average annual attrition of 10%. This is due to positive, neutral, and negative factors, including student and family mobility, voluntary transfer, and acceptance to other prestigious schools.

What It Means to be an Educated Person in the 21st Century ---

At Summit Prep, we will work to ensure that our students possess the skills and behaviors necessary for academic, professional, and personal success in the 21st century.

The Partnership for 21st Century Skills – an organization made up of education, business, and civic leaders – has defined the core knowledge and skills that students will need “to succeed as effective citizens, workers, and leaders.”²¹ These include:

- Strong knowledge of broad academic content, including English, reading or language arts; mathematics; science; foreign languages; civics; government; economics; arts; history; and geography
- Creativity and innovation
- Critical thinking and problem solving
- Communication and collaboration
- Information, media, and technology skills
- Initiative and self-direction
- Social and cross-cultural skills
- Productivity and accountability
- Leadership and responsibility

The extension of these skills into professional success is supported by Dr. Tony Wagner, Co-Director of the Harvard Graduate School of Education’s Change Leadership Group, who argues that “Young people who are intrinsically motivated – curious, persistent, and willing to take risks – will learn new knowledge and skills continuously. They will be able to find new opportunities or create their own – a disposition that will be increasingly important as many traditional careers disappear.”²²

We embrace the need for both strong academic achievement and the development of specific behaviors as necessary for success in the 21st century, and believe that these characteristics should be developed at an early age. Our high-quality instruction, structured environment, and character development will help create students with the initiative and strong analytical skills who are motivated to pursue college degrees, and who possess the 21st century skills necessary for the challenges of the workforce.

Research Base ---

The clear needs of students in South Los Angeles led Lead Founder Arianna Haut to accept a Fellowship with Building Excellent Schools, a nationally recognized non-profit organization committed to training charter school leaders to design and operate highly effective urban charter schools.²³ As part of the Fellowship, Ms. Haut observed, met with leaders from, and studied the

²¹ Partnership for 21st Century Skills Mission Statement: <http://www.p21.org/about-us/our-mission>.

²² Friedman, Thomas L. “Need a Job? Invent It.” *New York Times* 31 March 2013, New York edition: SR11. Print.

²³ More information on the Fellowship and Building Excellent Schools can be found at the organization’s website: www.buildingexcellentschools.org.

best practices of dozens of the highest performing charter schools in the nation. She also completed a leadership residency at Endeavor College Preparatory, an urban charter school also founded through the work of Building Excellent Schools, located in the Lincoln Heights neighborhood of Los Angeles that was honored as a California Distinguished School in 2012.²⁴

Ms. Haut and founding team members visited and learned from the following high-performing, high-poverty schools:²⁵

- Achievement Preparatory Academy²⁶ – Washington, DC
- Akili Academy of New Orleans – New Orleans, LA
- Boston Collegiate Charter School – Boston, MA
- Boston Preparatory Charter School – Boston, MA
- Brooke Charter Schools – Boston, MA
- Brownsville Ascend Lower School – Brooklyn, NY
- Columbus Collegiate Academy – Columbus, OH
- Coney Island Preparatory – Brooklyn, NY
- Crown Preparatory Academy – Los Angeles, CA
- DC Preparatory Public Charter School – Washington, DC
- Democracy Preparatory Public Charter Schools²⁷ – Harlem, NY
- Entrepreneurship Preparatory and Village Preparatory – Cleveland, OH
- Endeavor College Preparatory²⁸ – Los Angeles, CA
- Equitas Academy Charter School – Los Angeles, CA
- Excel Academy Charter School²⁹ – Boston, MA
- Excel Academy Public Charter School – Washington, DC
- Freedom Preparatory Academy – Memphis, TN
- Futuro College Preparatory Elementary School – Los Angeles, CA
- Harriet Tubman Charter School – Algiers, LA
- KIPP Academy Lynn – Lynn, MA
- KIPP Academy of Opportunity – Los Angeles, CA
- Liberty Collegiate Academy³⁰ – Nashville, TN

²⁴ For more information on Endeavor College Prep, please visit <http://www.endeavorcollegeprep.org/>.

²⁵ For those schools within the cumulative list below that have most seminally influenced the design of Summit Prep, footnotes with additional information is provided.

²⁶ For more information on Achievement Prep, the highest performing middle school in Washington, DC, please visit www.aprepacademy.org. Specifically, we have informed our fourth grade start and data analysis from the work of Achievement Prep.

²⁷ For more information on Democracy Prep, please visit www.democracyprep.org. Specifically, we have informed our study of student culture and behavior management from the work of Democracy Prep.

²⁸ For more information on Endeavor College Prep, a 2012 California Distinguished School, please visit www.endeavorcollegeprep.org. Specifically, we have informed our fourth grade start, literacy program, and special education program from the work of Endeavor College Prep.

²⁹ For more information on Excel Academy, ranked the highest performing middle school in Massachusetts, please visit www.excelacademy.org. Specifically, we have informed our behavior management system, student enrollment documents, and study of school operations from the work of Excel Academy.

- MATCH Public Charter School – Boston, MA
- Memphis Grizzlies Preparatory Charter School – Memphis, TN
- Nashville Preparatory³¹ – Nashville, TN
- North Star Academy Charter School – Newark, NJ
- Robert Treat Academy – Newark, NJ
- Roxbury Preparatory Charter School – Boston, MA
- Sci Academy – New Orleans, LA
- South Bronx Classical Charter School – Bronx, NY
- Troy Preparatory Charter School³² – Troy, NY
- Valor Academy Charter School³³ – Arleta, CA

How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Lifelong Learners

At Summit Prep, we believe that a self-motivated, competent, lifelong learner is one who is a strong critical thinker, intellectually curious, and culturally adept and aware, in keeping with the skills identified as necessary for the 21st century learner. Our program is designed to build these competencies in our students in the following ways:

- **Strong critical thinker:**
 - High academic standards in all content areas
 - Emphasis on literacy and numeracy
 - Analytical writing taught across the content areas
 - Access to a variety of rigorous texts
- **Intellectually curious:**
 - College preparatory mission and curriculum
 - Teachers as intellectual role models
 - Exploration through independent reading
- **Culturally adept and aware:**
 - Weekly Community Circle meetings
 - Explicit character education
 - Focus on schoolwide core values

³⁰ For more information on Liberty Collegiate Academy, the highest performing non-selective school in East Nashville, please visit www.libertycollegiateacademy.org. Specifically, we have informed our literacy program, including leveled guided reading groups, from the work of Liberty Collegiate.

³¹ For more information on Nashville Prep, the highest performing charter school in Tennessee, please visit www.nashvilleprep.org. Specifically, we have informed our study of school systems from the work of Nashville Prep.

³² For more information on Troy Prep, whose seventh grade students outperformed their same-age peers across the state in both ELA and math, please visit www.troyprep.uncommonschoools.org. Specifically, we have informed our numeracy curriculum from the work of Troy Prep.

³³ For more information on Valor Academy, which earned an API score of 888 in 2012, please visit www.valoracademy.org. Specifically, we have informed our study of middle school rigor and school culture from the work of Valor Academy.

Day in the Life

The following describes the experience of a visitor spending a day with a fourth grade class at Summit Prep.

7:10 AM A visitor spending the day at Summit Prep would arrive in the morning, shortly after 7:00 AM. She would see that the school is already prepared for the day; a portable whiteboard greets students and reminds parents about the upcoming Poetry Night later in the week. The school's Office Manager, Mr. Edwards, is supervising a small group of students who have already arrived for the day; they have all removed their independent reading books from their backpacks, and are reading quietly. Students are assiduously annotating the pages by writing notes to themselves on Post-Its; one fourth grader tells the visitor that these predictions and questions help him remember important details in what he reads. A group of parents has also gathered; they are standing and discussing the students' upcoming trip to Caltech. This will be their second college trip this year.

7:15 AM Promptly at 7:15 AM, all of Summit Prep's teachers meet with Ms. Haut, the Head of School, just inside the school's entrance. This time is the "teacher huddle," an opportunity for the entire staff to connect, share important information, and focus on schoolwide priorities for the day. As a school, teachers are working on prompting students to answer questions in complete sentences, both orally and in writing – to answer, as they say, "like a scholar." One of the teachers reminds the group that one of the homerooms, UCLA, has the highest average on multiplication drills, and will be eating lunch with her in her classroom as a special treat. Ms. Haut tells the staff that she has heard good feedback from parents about the positive phone calls home teachers are making, and reminds them that it is an important part of promoting appropriate student behavior. The teachers leave huddle at 7:25 AM, and spread throughout the building to their regular morning stations.

7:30 AM By 7:30 AM, many students have gathered at the school for breakfast before the start of the day. Ms. Haut opens the school's double doors and greets the students, now lined up and ready to shake hands on their way into the building. The students have been taught to make eye contact, use a firm handshake, and return the greeting. As certain students enter, Ms. Haut makes quick comments – "I'm ready for an excellent report from your teachers today, Ashley," and "I heard that you started a new chapter book yesterday, Jose!" The visitor is also pleased to see that many of the students greet guests with, "Good morning!" and a smile.

Further down the hallway, students are greeted again by Ms. Ordoña, one of the fourth-grade teachers, who does a quick double-check of their uniforms before sending them to pick up breakfast on their way to their classrooms. College and university pennants line the top of the hallway's walls, and banners hang from the ceiling with inspirational messages printed in clear, bold font, including the school's motto – "Never Stop Climbing" – and definitions of Preparation, Respect, Integrity,

Determination, and Enthusiasm, Summit Prep’s core values. Bulletin boards outside each classroom display exemplary student work; the visitor notices persuasive essays and science lab reports. Shout-outs to individual students – colorful slips of paper on which teachers and peers have given notes of praise – line each classroom’s door.

In the classroom, students place their breakfasts on their desks, take out their books, binders, and folders, and hang their backpacks and jackets on assigned hooks in the back of the classroom before sitting down to eat. The visitor notices that the classroom’s whiteboard is already set up with the day’s objectives and assignments, and students are copying that information onto their daily homework tracker as they eat breakfast. Soft classical music sets a tone for the room, and the visitor is struck that each student seems to follow the morning routine without a reminder.

7:45 AM By 7:45 AM, all students have arrived for the start of AM Advisory. Five student homework checkers grab clipboards from the front table and work with their classmates, scanning their homework assignments to make sure they are complete. Today, all but two students have completed their homework; the homework checkers make note of this on the clipboard, and quickly place stickers on the classroom homework tracker, displayed on the side wall, to indicate completion. Two more students wheel trash bins in from the hall, and move down the rows, picking up any trash from their classmates’ breakfast. Another student is collecting field trip permission slips for the upcoming college visit, which she alphabetizes and hands to her teacher. The visitor notices a chart on the wall delineating these classroom jobs; a student tells her that each job is very important to the classroom, and that students applied for the positions they wanted at the beginning of the trimester.

At 7:50 AM, the homeroom teacher, Mr. Chaffee, greets the students with his normal morning greeting: “Good morning, UCLA!” The students enthusiastically echo his greeting – “Good morning, Mr. Chaffee!” Mr. Chaffee reminds the students with a smile that they have earned the privilege of lunch with their math teacher today because of their high scores on their multiplication drills. The students grin widely, and the entire group bursts into silent applause – hands raised and fingers wiggling – in excitement for this honor. Mr. Chaffee then moves to review the PRIDE points that the class earned yesterday, and reminds them that they were just three points shy of a perfect score for the day. He wishes the students a wonderful day, and turns the class over to Mrs. Rao, one of the fourth grade reading teachers.

8:02 AM Reading class always starts with a Do Now, except for today. Today is the last chapter of Kate DiCamillo’s *The Tale of Despereaux*, and Mrs. Rao promised the class that they could move straight back to the read-aloud of the novel. Students squirm with anticipation until Mrs. Rao finally motions them to the rug. They review what happened in the previous chapter, and Mrs. Rao asks them to turn and talk with a partner to share predictions for the final chapter. When she opens the book to read, the students turn all of their attention to her. The final chapter is a satisfying conclusion to what has been a thrilling story; the class applauds when Mrs.

Rao closes the book for the final time. She leads the class in a discussion of author's craft, and the group talks about how the character of Desperaeux developed over the course of the novel. She shows the class where to find more of Kate DiCamillo's books in the classroom library, and the students seem excited to check them out to read on their own.

When students return to their desks, Mrs. Rao reviews the reading analysis objective for the day, and leads a mini-lesson on character traits. Students write paragraphs describing characters from *The Tale of Desperaeux*, using at least three examples of evidence from the text to support their descriptions. Mrs. Rao circulates as students write independently, identifying common areas of strength and weakness in her students' work. She realizes that a majority of students are still struggling with integrating quotes from the text, so she calls the class back together and selects a few paragraphs from the group to correct with the whole class; students are respectful of their peers' work, and offer constructive ways to make their writing better. The entire class then reviews their own paragraphs, identifying and correcting their own mistakes. The few students whose work was shared then have the opportunity to read their newly edited examples out loud to the whole class.

Three minutes before the end of reading class, Mrs. Rao quietly asks the group to track her; students immediately put their pencils down and direct their attention to the front of the room. Without fanfare, she begins to read from *James and the Giant Peach*, the novel the class will be reading as a group. Students eyes grow wide as she describe James's nasty Aunt Sponge and Aunt Spiker, and the visitor is just as disappointed as the class when Mrs. Rao closes the book abruptly and tells them they will continue tomorrow. Mrs. Rao concludes the class by leading a quick discussion about the PRIDE points they have earned for the day, thanks them for their hard work, and the group gets ready for math procedures.

8:54 AM Students make a quick transition to their seats for math class, immediately put last night's homework on the corner of their desks, and begin to complete the Do Now on their individual whiteboards. Today's Do Now is a series of word problems about area and perimeter, with a couple of bonus problems on volume.

When the timer chimes at three and a half minutes, Ms. Arroyo invites a few students up to the main whiteboard to show their work and explain their answers to the class. When the first student begins to explain, the visitors observes the rest of the class SLANTing – sitting up straight, listening, asking and answering questions, nodding, and tracking the speaker. When one of the students realizes that his work has led to an incorrect answer, he looks immediately to Ms. Arroyo, who reminds him to call on a classmate for help; several of his peers have their hands in the air, ready to provide assistance. No one in the class laughs or teases him for his mistake; in fact, several students erase their own whiteboard and make the same correction as he reworks the problem on the main whiteboard. Ms. Arroyo thanks the class for

their respect, and comments on the student's persistence in working through a tricky problem.

Ms. Arroyo leads the class through a quick scoring of the homework assignments, pausing to answer questions about the most commonly missed questions. Students use their green pens to make corrections, and notate the number of questions they got right at the top of their paper and on their homework tracker. Ms. Arroyo times how quickly they can pass their papers to the middle and then to the front – “23 seconds, which is four seconds faster than yesterday!” – and a student reads the objective for today's class as Ms. Arroyo scans the homework scores.

Ms. Arroyo teaches a lesson on finding the area of irregular polygons, and stops every few minutes to check for student understanding. After she demonstrates several sample problems, with students completing the same problems from their math packets, she has students talk her through three more problems while the rest of the class takes notes. She intentionally makes a mistake on one problem, and asks students to turn to their partner to explain what mistake she has made and how to fix it. Students then complete three more problems in pairs. After each pair finishes and holds up their whiteboards, she gives them permission to move on to the day's independent work.

Once all of the students in class are working independently and Ms. Arroyo has circulated to observe their work, she calls a group of four students to the side table. Based on the scores from last night's homework and yesterday's exit slips, these are the students who need some additional instruction. She works with them for five minutes, re-teaching the skill and giving them feedback as they practice; confident, she sends them back to their seats to work on today's assignment and five additional problems from yesterday's objective. She continues to circulate throughout the room.

With five minutes remaining in class, Ms. Arroyo directs students to the exit slip at the back of their packets. Students silently complete the three objective-aligned problems and pass their papers in to the front of the class; Ms. Arroyo will review these during her planning time to determine students' mastery of the objective. In the final minute, Ms. Arroyo asks a student to summarize the day's objective, reminds them of their lunch date, and directs the class to put away their materials in preparation for break.

9:44 AM

Break is short. Students are provided a nutritious snack and eat at the desk while reading from their independent reading books. Four students head immediately to the classroom computers, log in, and take a short comprehension quiz on the books they have just finished; they then record their quiz scores on their independent reading logs and select a new book from the leveled classroom library. Students are excited for teachers to review their reading logs at the end of the week. During break, students are allowed to use the bathroom without asking; they must ensure that a classroom pass is available, and know to go quickly so that their peers can as

well. Ms. Arroyo has turned on soft jazz music, and students are speaking quietly to each other.

9:54 AM

Mrs. Rao returns for the day's social studies lesson. Students begin their Do Now, filling in a timeline on the California missions; Mrs. Rao then reviews the day's objective. She starts the day's instruction with a short lesson on nonfiction textual features, and moves students into reading a short passage by a member of the Acjachemen nation that describes the changes brought by the Mission San Juan Capistrano. The day before, they read a passage by one of the mission's priests; as they finish their reading, they continue filling in a graphic organizer that compares and contrasts the details from both passages.

Working in small groups, students use their graphic organizers to answer questions about life for different groups of people during the time period; remembering the morning's reading lesson, Mrs. Rao reminds students how to integrate details from their reading that support their arguments. Students are actively referring to their notes and the passages they read, and the visitor notices one group using additional details from their history textbook as well. Mrs. Rao moves from group to group, asking probing questions and reminding them to write in complete sentences; when a group says that they are stuck, she does not direct them immediately to the right answer, but asks questions that prompt their thinking.

With just a few minutes left in class, Mrs. Rao calls on different groups to read their answers to the assignment's questions, and tells the class that this work will build into a longer compare and contrast essay that they will begin tomorrow in class. She ends the class period with a quick social studies vocabulary game, and awards the coveted Social Studies Star button to the winning student, who proudly pins it to her shirt.

10:46 AM

Mr. Chaffee returns for the class's second literacy block of the day, their writing class. He places the day's grammar Do Now on the overhead, and students turn to it in their binders and begin to work, using standard editing marks to correct common errors in capitalization, punctuation, and frequently confused homophones; they are working on the correct usage of words such as "to" and "too" in their writing. When the timer sounds at the end of three minutes, Mr. Chaffee greets the group with his usual writing class greeting – "Good morning, authors!" "Good morning, Mr. Chaffee!" the class responds. Mr. Chaffee then invites three students to the front of the room to show their Do Now corrections while the class follows along on their own papers.

The fourth-grade writing test is coming up, and students are in the middle of their narrative writing unit. Today they will spend the bulk of the class period responding to a prompt asking them to tell the story of the time someone surprised them, making sure to describe their response, as the main character, to the situation. While they work independently through the steps of the writing process, Mr. Chaffee moves around the room, stopping to read each student's work, and giving pointers, praise, and pushes accordingly. With two claps, he brings the whole room back together – while they track him, he reminds the class to whisper-read their drafts out loud to

ensure their sentences are complete. After the class returns to their work, he spends a few minutes conferencing with a student who seems stuck; they work together to produce a stronger outline, and Mr. Chaffee watches as the student starts to add detail to his main idea.

Seven minutes before the end of class, Mr. Chaffee asks students to share their drafts with their partners, and reminds them that their homework assignment is to bring a second draft with them tomorrow.

11:38 AM As writing class concludes, students move into their groups for their leveled guided reading period. Small groups of four to six students are reading the same novel, which they have been guided toward based on their reading ability. Students sit in circles, reading aloud to each other from their book; their bookmarks, the visitor realizes, are printed with lists of guiding questions such as “Stop and think about why the charter acted that way. What do you predict will happen next?” that students pause and ask each other. Mr. Chaffee, who has remained in the room, is sitting with one group to help reinforce their comprehension skills as they transition from picture books to chapter books. They are showing progress, but still need reinforcement to maintain concentration with longer stories. Mr. Chaffee keeps an eye on the room, and occasionally reminds students to keep their voices at library level when voices start to rise enthusiastically.

Five minutes before the end of class, Mr. Chaffee calls on one group, which has recently finished their book, to make a recommendation to the class. The group gives a short summary, describes the book’s major themes, and ranks it four out of five stars; Mr. Chaffee, knowing his students’ reading abilities, suggests that it might be a great new challenge for three of the students who are ready to push themselves. The students put their books away, push in their chairs, and line up to go to lunch.

12:13 PM While UCLA enjoys lunch with Ms. Arroyo, the visitor joins the other homerooms in the cafeteria to observe lunch. The rule in the cafeteria is that it sounds like a nice restaurant. Students are expected to talk quietly with the other students assigned to their table. Students are allowed to use the restroom without asking; they just have to make sure a pass is available and hurry back so that other students also have time to go. The teachers sit at a table in the front of the cafeteria and students know that it is time to clean up when they see their teachers get up from their table. At this point, the students work together to wipe down their tables and throw away their trash before lining back up for class. While waiting for all the students to join the line, Ms. Haut and several of the teachers take turns calling out mental math problems that the students answer in unison.

12:40 PM As students return from lunch for their second math class of the day, Ms. Arroyo has put up several problems on the overhead, all related back to this morning’s lesson on irregular polygons. Students again quickly pull out their whiteboards and begin working, pausing to look back at the formula sheet they used in class earlier in the day.

The math lesson draws on the geometry skills Ms. Arroyo has been teaching in the math procedures class, with additional skills brought in from earlier in the unit. She models how to solve a complex work problem, then asks students to talk with a partner about what other method she might have used to solve the same question; two pairs share their responses, and, as a class, the students use both alternative methods to solve the question. Ms. Arroyo then asks the class to take two minutes to write about which method was easiest to use, polling the class when they are done to find out which students think is the best.

Students continue to work independently for the remainder of the period on additional word problems. At the end of each, they stop and write an explanation of how they arrived at their answer; Ms. Arroyo reminds them that math scholars always explain their thinking thoroughly so that she can understand the steps and methods they used. With ten minutes left in the period, Ms. Arroyo splits the class in half, assigning one problem to each side of the room; after they have come to a solution, students must pair up with a member of the other group to explain their problem, solution, and rationale.

1:32 PM

In science class, students are continuing their study of electricity and magnetism with a lab led by Mr. Chaffee. After completing their Do Now – a series of circuits to be labeled – Mr. Chaffee prompts the students to break into their pre-assigned lab groups, and reviews each group member’s roles before allowing students to begin the lab.

After safety and responsibility reminders are complete, the Supply Leader from each group quickly moves to the side table to pick up the lab equipment; Mr. Chaffee explains the central question, and each group generates a hypothesis before proceeding with the lab, which involves building a simple battery with coins, wire, and a salt water solution.

The visitor watches as students follow their lab instructions, with each taking on specific roles in the group to ensure the lab runs smoothly. After the lab is complete, students continue to work in their groups to make conclusions to their hypotheses, draw diagrams, and analyze their results. Mr. Chaffee circulates among the groups, reminding them that the scientific method requires them to think and write in complete sentences, and to ask more questions that be answered through further experimentation. In the last five minutes of class, Mr. Chaffee brings the class back together with their standard signal, and asks each group to report on their findings; when a group reports on an incorrect conclusion, another group raises their hand to respectfully share their conclusion with the whole group.

2:24 PM

Today, the fourth grade is headed to physical education, which occurs two days per week. The visitor watches as they head outside for kickball; students

organize into teams, and Mrs. Rao reminds them of their appropriate behavioral expectations. For the next 45 minutes, spirited play ensues, with students cheering for their teammates from the sidelines. At 3:10 PM, students who have the job of equipment managers collect the balls and return to them to their appropriate place in the main office, and the class moves back inside for the rest of the day.

3:16 PM The Tutoring block begins with students back in their seats promptly at 3:16 PM. All of the fourth-graders are progressing through packets of math facts – some are still working on two-digit addition with carrying, while others are practicing long division with remainders. The students work on their math folders for twenty minutes each day while the Ms. Arroyo and Mr. Chaffee circulate and sometimes pull small groups of students to work on particular math computation skills. Students keep track of which math skills they have mastered and check off each new accomplishment with pride.

After math practice, students use the remainder of the day's Tutoring time to study and review the homework for that night. Students make sure they have everything they need for their homework and work independently to complete as much as they can. Students occasionally whisper to one another for help, but the noise level in the room never surpasses the level of a quiet library.

A few minutes before 4:00 PM, teachers ask students to pack up and clean up, and they end the day with a few Shout Outs before dismissal.

4:00 PM Four o'clock marks Summit Prep's first dismissal. At this point, about half of the students head out the main door to walk home or get into their parents' cars. Ms. Haut and Mr. Edwards tell students, "Have a great afternoon!" and "Do all of your homework" and "Read extra!"

The other half of the students – those who need additional supports – attends various Tutoring Plus activities. In the building today there are two small decoding and fluency groups, one small writing academic support group, a group of students working on computers to complete a California Mission WebQuest, a meeting of the student government, and the homework center for students who want to stay and work in a quiet place on their assignments, as well as the students who have been assigned by a teacher to attend.

5:00 PM Students and teachers are tired but satisfied. The students are dismissed, and teachers and staff work together to prepare for tomorrow. The work is intense, but every day brings the students one day closer to college and a more successful future. The visitor is awed by the intensity with which the school leadership, teachers, students, and families work together to pursue the school's mission.

How Learning Best Occurs

The follow elements detail our research-based beliefs into how learning best occurs, and are foundational to our instructional program, as detailed in the following pages:

- Firm belief in and adherence to our mission
- High expectations for academic success
- High expectations for personal behavior
- Emphasis on literacy
- Emphasis on math
- Teacher quality
- Data-driven instruction
- Extended, purposeful learning time
- Fourth grade start
- Family-school partnerships

Instructional Program

- **Firm belief in and adherence to our mission**

Our mission statement promises that all students will be prepared for success in the most selective high schools and college. Yet, college readiness begins even in the lower grades; for example, a 30-year longitudinal study conducted by California State University Fullerton found that math ability is one of the strongest predictors of college success, and that “students who are motivated to achieve in mathematics from as early as 9 years of age tend to advance in the subject through adolescence.”³⁴ The study also concluded that students who were not motivated to study math were less likely to achieve high school success, and were therefore less likely to attain college degrees.

We recognize that college readiness for all students is an ambitious and powerful goal, and that all decisions by the Governing Board, school leadership, and school staff must be made in support of this mission. Our school design hinges on this mission, and we will constantly assess how we are working towards this goal. For more detail on our assessment system, and its alignment to our mission, please see **Element 2**. We will work with our students and their families to develop a school culture that fulfills this fundamental promise. For more detail on the development of our school culture in partnership with families, please see **Element 4**.

- **High expectations for academic success**

We believe that all students, no matter their background, can perform at the level necessary to earn admission to academically rigorous high schools and excellent colleges and universities. This requires the commitment of students, parents, families, and Summit Prep teachers and staff; everyone must stay focused on this mission and believe that they are personally responsible for its success. Summit Prep’s academic expectations are based on a number of sources: state standards, Common

³⁴ <http://calstate.fullerton.edu/spotlight/2011sp/Gottfried-study-results.asp>.

Core standards, and the achievements of the top-performing schools, public and private, in Los Angeles. For more detail on our academic expectations, please see **Elements 2 and 3**. We are committed to mastery of those standards, and to moving students to grade level or above in reading and math. Moreover, we believe that all students can earn scores of proficient or advanced on state standardized tests. For more detail on our approach to standardized testing, please see **Element 3**.

This focus on academic achievement will be palpable throughout Summit Prep. Student growth will be visibly tracked in classrooms; graphs will chart, for example, individual and cohort growth on the Scholastic Reading Inventory (SRI), indicating reading level improvement over the course of the academic year. This visible tracking allows students to take pride in their work, and to share in the successes of their peers. Exemplary student work will be displayed, emphasizing completion and correctness. Summit Prep will communicate with families regularly regarding their student's growth and achievement: parents will view and sign daily homework logs, review weekly PRIDE point trackers, receive progress reports and report cards in each trimester. Summit Prep will provide regular checkpoints to share student progress: weekly quizzes and data reports; midterm assessment results; and end-of-trimester assessment results.

- **High expectations for personal behavior**

Teachers' time must be devoted to teaching; students' time must be devoted to learning. At Summit Prep, we hold students and staff to high behavioral expectations in order to minimize the amount of time spent on non-academic distractions. Students are rewarded for exhibiting exemplary behavior, and disciplined for inappropriate behavior; for example, students who earn all of their PRIDE points for the week will be allowed to wear jeans on Fridays, and students who make significant gains in scores on reading and math assessments will be publicly recognized in our weekly community meeting. Teachers spend time during summer professional development norming on expectations for behavior. We set expectations for movement in hallways, student volume, homework completion, and more – those elements that can often take critical time away from instruction. A minute spent on a non-essential procedure is a minute that could be spent on learning. For more detail on training teachers towards the development of these behaviors in students, please see page 28 of this Element.

Summit Prep also believes in structure and predictability among classrooms in order to create consistency; students are able to take academic risks when they feel safe and welcomed. A study in the 2012 *Journal of Educational Psychology* found that students' grades improved along with a reported increase in safety and social-emotional awareness in the classroom.³⁵ Structure is evident in any number of elements of school design: from our common blackboard configuration to the way in which students raise their hands, our systems will be taught and practiced so that students understand and can live up to our expectations for their behavior.

Adults are all responsible for creating, supporting, and maintaining the structures that allow students to succeed, both academically and behaviorally. This is supported by our clearly defined Student Code of Conduct, which details the behaviors we expect from each student and the consequences for

³⁵ Reyes, M.R., M.A. Brackett, S.E. Rivers, M. White, and P. Salovey. (2012). "Classroom Emotional Climate, Student Engagement, and Academic Achievement." *Journal of Educational Psychology*, 104(3): 700–712.

both positive and negative choices. Stanford psychologist Philip Zimbardo’s sociological studies found that vandalism and other socially inappropriate behavior “can occur anywhere once communal barriers – the sense of mutual regard and the obligations of civility – are lowered by actions that seem to signal that ‘no one cares.’”³⁶ In keeping with this “Broken Window Theory,” which finds that “one unrepaired broken window is a signal that no one cares, and so breaking more windows costs nothing,”³⁷ we believe that correcting even the smallest infractions helps prevent larger infractions from occurring. This adherence to appropriate behavior also demonstrates to everyone – students, parents, teachers, and staff – that we take learning seriously.

At Summit Prep, we will also work to create a warm, joyful community in which positive reinforcement such as public praise and recognition, classwide rewards, and positive phone calls home helps students build their intrinsic motivation; students should be rewarded for their positive choices in order to learn to continue to make those choices.

- **Emphasis on literacy**

Because students cannot access content without the ability to read and write fluently, strong reading skills are essential for students at Summit Prep; as E.D. Hirsch writes, “History and science become meaningful if they are taught in a sustained and coherent way. All those currently fragmented hours devoted to ‘language arts’ need to include the worlds of nature and history, literature, art, and music that will build the knowledge and vocabulary of children, and enable them to become readers in the true sense.”³⁸ This belief reverberates in the mission and content of the Common Core State Standards, which “specify the literacy skills and understandings required for college and career readiness in multiple disciplines” and prepare students to “develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.”³⁹

We believe that reading and writing proficiency are foundational for success in all other content areas, and are vital to our college preparatory mission; research indicates that “academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of grade 3. A person who is not at least a modestly skilled reader by the end of third grade is quite unlikely to graduate from high school.”⁴⁰ Literacy skills are especially crucial for students from low-income families.⁴¹ Longitudinal research has shown that families’ language usage differs across income groups, and that children from low-income families hear less than one-

³⁶ Kelling, George L. and James Q. Wilson. “Broken Windows: The Police and Neighborhood Safety.” *The Atlantic Monthly* March 1982.

³⁷ Ibid.

³⁸ Hirsch, Jr., E.D. “Overcoming the Language Gap: Make Better Use of the Literacy Time Block.” *Education Week* 2 May 2001. Print.

³⁹ <http://www.corestandards.org/ELA-Literacy>.

⁴⁰ Burns, M. Susan, Peg Griffin, and Catherine E. Snow, eds. *Preventing Reading Difficulties in Young Children*. Washington, DC: National Academy Press, 1998.

⁴¹ Hart, Betty, and Todd R. Risley. “The Early Catastrophe: The 30 Million Word Gap by Age 3.” http://www.gsa.gov/graphics/pbs/The_Early_Catastrophe_30_Million_Word_Gap_by_Age_3.pdf.

third the number of words as children from more affluent backgrounds; by the time these children enter kindergarten, they have been exposed to thirty million fewer words than their same-age peers.⁴²

This significant gap, coupled with low proficiency numbers for students of color on standardized ELA assessments, drives Summit Prep’s commitment to targeted literacy instruction. Literacy is an essential component of every content area, as research has shown that one of the most common characteristics of “90/90/90 Schools” – those in which more than 90 percent of students are eligible for free and reduced lunch, more than 90 percent of students are from ethnic minorities, and more than 90 percent of students achieve high academic standards – is the “emphasis on requiring written responses in performance assessments.”⁴³ Students are expected to read and write in every class, with an emphasis on the analysis of nonfiction texts; in keeping with Common Core, nonfiction textual analysis will study the structure, content, and craft of texts.⁴⁴ Students are expected to explain their thought processes in both oral and written language, and teachers collect a written exit ticket at the end of every class period to assess student growth in both content and the expression of their understanding of that content.

Our English Language Arts curriculum, which includes reading class for 50 minutes per day, writing class for 50 minutes per day, and leveled guided reading groups for 25 minutes per day, will emphasize reading, comprehension, and analysis of a variety of fiction and non-fiction texts, as well as writing fluently across a variety of genres and purposes. Students will read full-length texts – poems, essays, novels, novellas – as we believe in the importance of reading full texts at every grade level. These texts will be drawn from suggested grade-level reading lists from the California Department of Education.⁴⁵ For more detail on our selection of reading texts, please see pages 35 to 41 of this element. In alignment with the Common Core, we will intersperse shorter non-fiction readings, teaching students how to build and deepen conceptual understanding across texts and how to express their thoughts in evidence-based ways in a similar cross-textual fashion.

Our reading program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.⁴⁶ It is further informed by current work from the Common Core that stipulates that, especially in grades 6-12, “literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.”⁴⁷ Teachers will assess all students’ reading abilities at the beginning of and twice over the course of the academic year using the Scholastic Reading Inventory (SRI), a computer-adaptive assessment that immediately determines each student’s individual reading level and growth over time;⁴⁸ the first assessment will be delivered by reading and writing teachers in the first three days of school before the school year begins, and

⁴² Ibid.

⁴³ Research conducted at the Center for Performance Assessment, based on data collected from over 130,000 students in 228 schools over the course of four years (1995-1998).

⁴⁴ Please see <http://www.corestandards.org/ELA-Literacy/RI/4> for the Common Core State Standards for the fourth grade; grades 5-8 can be found through the same resource.

⁴⁵ Recommended literature (K-12): <http://www.cde.ca.gov/ci/rl/l/>.

⁴⁶ <http://www2.ed.gov/admins/lead/read/rb/rbreading.pdf>.

⁴⁷ <http://www.corestandards.org/ELA-Literacy>.

⁴⁸ See http://teacher.scholastic.com/products/sri_reading_assessment/index.htm for more details on the SRI.

students will be retested during each trimester and at the end of the academic year. These results will drive flexible ability groups for reading and writing instruction.⁴⁹

For students who enter significantly behind their same-age peers in reading and/or writing, Summit Prep will provide targeted instruction in phonics and phonemic awareness; while these are often seen as lower-level skills and therefore not appropriate for a middle school population, we believe that “although decoding does not guarantee comprehension, comprehension is impossible without decoding,”⁵⁰ and that students must master these skills to become excellent readers. We are considering using Reading Mastery, which emphasizes a balanced literacy approach while directly teaching sound-symbol relationships and providing extensive practice with phonemic awareness and phonics.⁵¹

This instruction might take place in small groups during students’ reading and writing blocks, and will be supported during daily tutoring time, which occurs Monday through Thursday, 44 minutes each day, for a total of 176 minutes each week, and, if necessary, outside of school hours during additional after-school tutoring or weekend instruction.⁵² As teachers assess students’ reading needs, we may find that whole-class phonics instruction is appropriate, and will adjust our instructional plans accordingly.

We are equally as committed to strengthening students’ writing skills, which are essential for high school, college, and even professional success. In examining college success rates, the CollegeBoard reports that the SAT Writing Section is “the most predictive section of the SAT...and the most predictive across all minority groups.”⁵³ A 2004 study conducted by the National Commission on Writing found that writing is a “‘threshold skill’ for both employment and promotion, particularly for salaried employees.”⁵⁴ The Common Core State Standards likewise recognize and emphasize the need for strong writing abilities, referencing “reading, writing, speaking, and listening [skills] that are the foundation for any creative and purposeful expression in language.”⁵⁵

During their daily 50-minute writing block, students will master grammar and mechanics, learning how to integrate these skills into writing for a variety of purposes: expository, narrative, persuasive, correspondence, and literary response. The writing block will also include reading instruction, as students will respond in writing to texts they are studying. These will include both literature and informational texts so that students can compare and analyze a variety of works; this is in keeping

⁴⁹ Summit Prep also plans to use the TerraNova to assess incoming students’ math ability.

⁵⁰ Chew, Jennifer. “Phonics: The Holy Grail of Reading.” Reading Reform Foundation Spring 2006 Newsletter. http://rrf.org.uk/archive.php?n_ID=158&n_issueNumber=57.

⁵¹ See <https://www.mheonline.com/program/view/1/3/21/0076181936/> for more details on the Reading Mastery Program.

⁵² Daily tutoring occurs for 44 minutes, Monday through Thursday; Tutoring Plus occurs for 55 minutes, Monday through Thursday. This represents 396 minutes each week that small group literacy instruction can take place outside of the daily reading and writing classes. Please see the Daily Student Schedule, located on pages 58 and 59 of this Element, for more information.

⁵³ <http://professionals.collegeboard.com/profdownload/SAT-Writing-Section-Predicting-College-Success.pdf>.

⁵⁴ http://www.collegeboard.com/prod_downloads/writingcom/writing-ticket-to-work.pdf.

⁵⁵ <http://www.corestandards.org/ELA-Literacy>.

with the Common Core State Standards, which focus on reading and responding to both types of material.⁵⁶ For more detail on our writing program, please see pages 35 to 41 of this Element.

Summit Prep will also emphasize reading fluency and comprehension through our daily Leveled Guided Reading period.⁵⁷ This 25-minute period occurs Monday through Thursday of each week, for a total of an additional 100 minutes of literacy. Each small group will give students the opportunity to read and discuss a text at or above their reading level; teachers will emphasize prediction, expressive reading, and student-generated questions in order to improve comprehension. Texts will be drawn from each classroom's leveled library.

- **Emphasis on mathematics**

Math is incremental; each concept builds upon the one that came before. Summit Prep is committed to student mastery of Algebra I by eighth grade, a class that is often taught in high school. In order to achieve this level of success, however, math instruction must be explicit and clear from fourth grade on; students must build that strong foundation in number sense, functions, probability and statistics, data analysis, geometry, and mathematical reasoning.

The Common Core Standards note that “[m]athematical understanding and procedural skill are equally important, and both are assessable using mathematical tasks of sufficient richness.”⁵⁸ As such, in the fourth, fifth, and sixth grades, students will receive two blocks of mathematics instruction daily – mathematics procedures and mathematics problem-solving – for a total of 100 minutes each day and 500 minutes each week. Mathematics procedures will focus more on skill-building, while problem-solving will focus more on the application of those skills. The same teacher will plan and teach the two math classes in order to create cohesion between the two courses, and to promote the use of the new procedures in the problem-solving class.

In seventh grade, students will all take pre-algebra and, in eighth grade, algebra, which will include the introduction of variables, more complex functions, properties of operations, and roots and powers; teachers will still focus on the procedures and applications of these mathematical skills.

All mathematics instruction will include a written component; students will explain their mathematical processes in writing on a daily basis. The Common Core Standards address this need from the outset: “There is a world of difference between a student who can summon a mnemonic device to expand a product such as $(a + b)(x + y)$ and a student who can explain where the mnemonic comes from. The student who can explain the rule understands the mathematics, and may have a

⁵⁶ The Common Core State Standards for English Language Arts (<http://www.corestandards.org/ELA-Literacy>) make clear that students must be able to work with more than one text. For example, Anchor Standard 9 (Reading) states that students will “Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.”

⁵⁷ Informed by conversations with school founders, leaders and Building Excellent Schools Fellows Ravi Gupta and Linda Lentz at Nashville Prep and Liberty Collegiate, respectively, on 11/8/12. Both Nashville Prep and Liberty Collegiate demonstrated strong literacy growth with a similar demographic student body, outscoring the performance of the district and the state. For more detail, please see www.nashvilleprep.org and www.libertycollegiate.org.

⁵⁸ Common Core State Standards for Mathematics. http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf.

better chance to succeed at a less familiar task such as expanding $(a + b + c)(x + y)$.⁵⁹ Writing will be an integral part of the Summit Prep mathematics curriculum.

- **Teacher quality**

Excellent teachers are paramount to Summit Prep’s success, and we prioritize the recruitment, selection, training, development, and support of our teachers, creating a group of professionals who celebrate successes, recognize and target areas for growth, and constantly seek to improve on their own practices. Lead Founder and proposed Head of School Arianna Haut is a proven urban educator, with a deep and wide network of teachers from whom she will strategically draw in support of the Summit Prep mission and vision. For more detail on Ms. Haut, please see **Element 4**.

Summit Prep is committed to finding and developing the best teachers in the country; we will devote a significant portion of our budget to our recruitment efforts. Teacher recruitment will begin upon authorization, with job listings posted on a number of sites and through a variety of alumni networks, including Teach For America, Ed-Join, and the California Charter School Association. We will also post and attend hiring fairs at local universities, including the University of California Los Angeles, the University of Southern California, Pepperdine University, Occidental College, Loyola Marymount, California State University Northridge, and California State University Los Angeles.

The teacher application and selection process is rigorous, as we are committed to developing a deep understanding of each candidate’s beliefs, competencies, proven past successes, and ability to work with the Summit Prep team to drive dramatic student achievement. The teacher application process, particularly at the hiring stage, is also fully aligned with all regulatory requirements for teaching in a Los Angeles public school. The application process will include the following steps:

- Resume and cover letter screening
- First round phone interview with the Head of School
- Second round in-person interview with the Head of School and Building Excellent Schools’ Connect to Excellence staff⁶⁰
- Tour and observation of Summit Prep (not applicable in the first year) or a partner school
- Sample lesson (to be delivered at Summit Prep, the candidate’s school, or a partner school)
- Group interview with the instructional team
- Reference checks, securing of transcripts, and completion of background checks⁶¹
- Offer letter

Summit Prep plans to devote a significant amount of time to staff professional development. Teachers engage in three weeks (15 days) of professional development immediately preceding the start of the school year. In year one of operation, those dates will be July 14 to August 1, with full day training from 8:00 AM to 5:00 PM each day; allowing for breaks and lunch, eight hours of

⁵⁹ Ibid.

⁶⁰ Building Excellent Schools’ Connect to Excellence provides critical support during the hiring process. For more detail on Building Excellent Schools and its Connect to Excellence program, please see Attachment A.

⁶¹ In full accordance with *California Ed. Code 44237* and *45125.1*, background checks, fingerprinting, and medical clearances will all be obtained prior to the start of the school year.

training per day over fifteen days yields 120 hours of professional development. This time is highly structured, and is devoted to curriculum development, culture building, and staff norming around expectations, behavior, and student work. We also use this time to practice Summit Prep’s systems and procedures to perfection, and to give teachers the opportunity to prepare their classrooms for the beginning of the school year.

Teachers continue to engage in professional development over the course of the year; staff and leadership meet every Friday, from 2:40 to 5:00 PM, for 140 minutes each week of dedicated professional development time. These sessions provide the opportunity to analyze data, modify instruction, examine student work, plan targeted interventions, and model instructional best practices. For sample teacher schedule, including weekly professional development, please see page 59 of this Element. We offer eight professional development days over the course of the year for a total of 64 additional hours of annual training, time that is spent observing at other schools, analyzing interim assessment data, and engaging in ongoing learning. For a full professional development calendar and for additional detail, please see pages 55 and 56 of this Element.

Professional development topics will include, but are not limited to:

- School culture
- Character development
- Classroom management
- State content standards and assessments
- Long-term lesson planning
- Daily lesson design
- Informal and formal assessment
- Data analysis
- Teaching ELA standards in a literature-based program
- Teaching ELA standards through non-fiction and informational texts
- Integrating reading and writing standards across the curriculum
- Effective feedback for students
- Teacher collaboration
- Differentiated instruction
- Student engagement techniques
- Communicating with and engaging parents and guardians
- English Language Learner strategies and compliance
- Special Education strategies and compliance
- Effective strategies for vocabulary development and Academic English
- Protocols for examining student work, observing peers, solving problems, etc.
- Integrating literacy in the content areas
- Integrating technology
- Health and safety

Finally, the Head of School and Director of Curriculum and Instruction conduct regular classroom observations and give actionable feedback to teachers that can be implemented immediately. Research by Kim Marshall indicates that the head of school is “the person with the best access to

classrooms and the greatest opportunity to orchestrate improvements in teaching,”⁶² by facilitating classroom observations that are:

- Unannounced, allowing observers to see a true (and not “glamorized”) snapshot of classroom instruction;
- Short, systematic, and frequent, to allow for multiple visits to observe every component of instruction;
- Followed each time with a short, face-to-face conversation to focus on immediate next steps; and
- Summed up in end-of-year evaluations that are tied to a detailed evaluative rubric.⁶³

This “in the moment” coaching allows teachers to make meaningful adjustments; school leaders follow up with additional observations, longer coaching conversations, and student data analysis.

- **Data-driven instruction**

All instructional decisions are grounded in student achievement data. It is therefore essential that we establish what students already know and are able to do, and track their progress over the course of the academic year. Summit Prep will use a combination of standardized and teacher-created assessments to monitor and respond to student achievement.

Upon enrollment, Summit Prep will administer the Terra Nova, a nationally-normed assessment, to establish a baseline understanding of student performance. This assessment will be administered again each spring in order to measure overall growth in reading, writing, and math. These data points – both for individual students and overall cohorts – will provide essential information about the efficacy of our instructional program. Additionally, data from the California Standards Tests (CSTs) and Smarter Balanced Assessment Consortium (SBAC) will be examined each summer to determine our areas of strength and need; this will also allow us to identify students who require intense remediation the following year and to improve our curricular planning and inform our ongoing professional development needs.

In addition to these yearly exams, Summit Prep will administer midterm and end-of-trimester assessments, aligned with state standards, regularly during the school year. These benchmark exams will allow teachers to determine the efficacy of their classroom instruction, and will help us adjust lesson plans, activities, pacing, and student groups. For more details on how assessment results influence teacher planning, curriculum development, and student supports, please see **Element 3**; for the school year calendar, please see pages 55 and 56 of this Element.

Summit Prep will also gather achievement data on a daily and weekly basis in the form of checks for understanding, student homework, exit tickets, and weekly “Show What You Know” quizzes, and

⁶² As reported by Kim Marshall, author of *Rethinking Teacher Supervision and Evaluation*, in the *Boston Globe*: http://www.boston.com/news/education/k_12/articles/2011/03/25/visit_classrooms_early_and_often_and_give_new_tools_to_principals/.

⁶³ Ibid.

will use an online data system, such as Kickboard,⁶⁴ to consolidate and share that information. Kickboard, an online analytics program, tracks both student culture and student achievement data, and will be individualized for Summit Prep’s specific needs; it allows teachers to “break down assignments by skill or standard, using any curriculum including state standards, Common Core, and more.”⁶⁵ Regular analysis of these data allows teachers to make effective decisions about how to modify lesson plans and identify students who would benefit from immediate remediation.

Collecting student achievement data is not enough. A significant amount of teacher professional development time – both during summer teacher orientation and ongoing meetings – will be devoted to the interpretation and analysis of these results, led by the Head of School and, in Year 2, the Director of Curriculum and Instruction. Teachers will learn to analyze data in their grade-level and content teams on a regular basis.

- **Extended, purposeful learning time**

To reach our ambitious achievement goals, Summit Prep will utilize both an extended school day and an extended school year, detailed below. Longitudinal research by Harvard University’s Roland Fryer concluded that five instructional policies, including increased instructional time, have the greatest impact on academic achievement in charter schools; in fact, “Schools that add 25 percent or more instructional time have annual gains that are 0.059σ (0.015) higher in math.”⁶⁶ A 2008 literature review conducted by the Chalkboard Project, an education policy organization, found that extended learning time is effective “only when existing learning time is being optimized.”⁶⁷ When that time is planned and purposefully, designed, however, “Research shows that extending the right kind of time to the students who need it the most can improve student learning and effectively close the achievement gap between poor and minority students and their more affluent peers.”⁶⁸

At Summit Prep, this increased time is designed to be purposeful for both students and teachers, and provide more time on task, remediation, and expansive tutoring. This extra time is planned and used purposefully; teachers and students know that more time in school means more learning, which in turn means greater achievement. Extra time allows for double math and literacy blocks, both essential components in closing the academic achievement gap.

Summit Prep’s school day begins with advisory and breakfast at 7:30 AM; academic classes begin at 8:00 AM, and the day ends at 4:00 PM. All students have access to Tutoring at the end of each school day, from 3:16 PM to 4:00 PM, for 44 minutes per day Monday through Thursday, and thus 176 minutes per week. Students identified as requiring additional remediation and extra help will be required to attend Tutoring Plus, an extra period from 4:05 to 5:00 PM, Monday through Thursday, for a total of an additional 220 minutes per week.

⁶⁴ <http://kickboardforteachers.com/>. Numerous high-performing urban charter schools, including KIPP: Believe (New Orleans, LA) and Democracy Prep (New York, NY), use Kickboard to track assignments and discipline.

⁶⁵ Please see <http://www.kickboardforteachers.com/> for more information on the product.

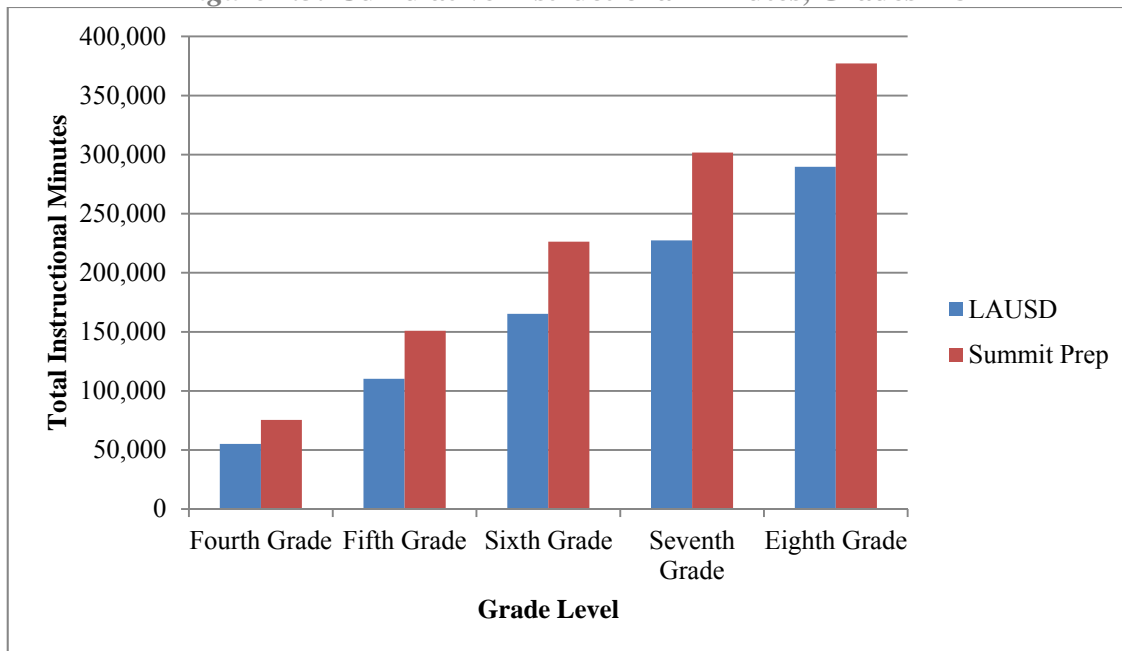
⁶⁶ Dobbie, Will, and Roland G. Fryer, Jr. “Getting Beneath the Veil of Effective Schools: Evidence from New York City.” Working Paper 17632. National Bureau of Economics Research, Cambridge: 2011. <http://www.nber.org/papers/w17632.pdf>.

⁶⁷ <http://chalkboardproject.org/images/PDF/Extended%20Learning%20final%20rev.pdf>.

⁶⁸ Ibid.

Additionally, the school year stretches over 185 days, five more than the 180 currently offered by the Los Angeles Unified School District.⁶⁹ As shown in the chart below, over the course of five years – grades 4 through 8 – a student receives 377,165 instructional minutes at Summit Prep; in the same grade span in LAUSD, a student receives 289,620 instructional minutes. This difference – 87,545 instructional minutes – is the equivalent of nearly 1.6 additional years of instruction.

Figure 1.5: Cumulative Instructional Minutes, Grades 4-8



Extra hours and days are demanding, but we believe they are an essential component in closing the achievement gap.

- **Fourth grade start**

We recognize that fourth grade represents an unusual start; most “early start” middle schools begin with fifth grade. Summit Prep is committed to preparing students for success in high school and college; with that mission in mind, and with the pragmatic understanding that students enter fourth grade already two grade levels behind, on average, we have chosen a fourth grade start in order to devote two full years to remediation. We want our sixth grade students to access a true sixth grade

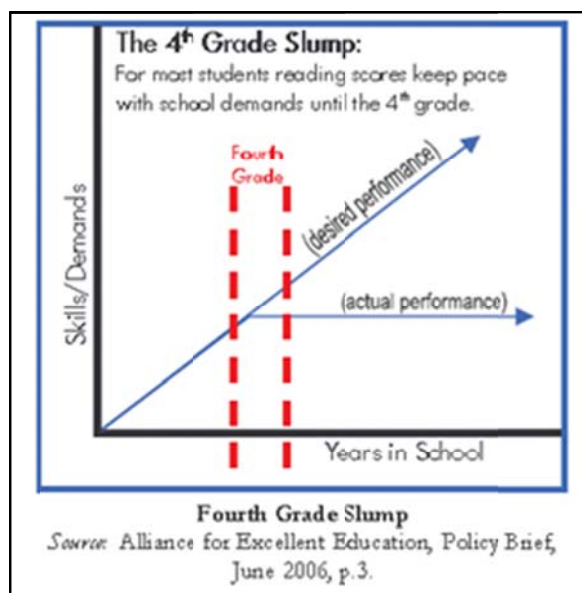
⁶⁹ Per the LAUSD School Reference Guide, dated February 11, 2013, board action in December 2012 restored the 180-day school year for all district elementary and middle schools; consequently, the minimum annual instructional minutes for kindergarten to grade 6 increased to 55,100, and the minimum annual instructional minutes for grades 7 and 8 increased to 62,160. Additional information can be found in the following LAUSD Reference Guides: http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_OFFICE_OF_CFO/REF-683.11%20INSTRUCTIONAL%20MINUTES%20FOR%20EL%20202-11-13.PDF and http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_OFFICE_OF_CFO/REF-684.11%20INSTRUCTIONAL%20MINUTES%20FOR%20MS%20202-11-13.PDF.

curriculum, a reality that is more likely with a start in fourth grade, and coupled with our emphasis on literacy and numeracy.

This early start also affords Summit Prep the opportunity to address the significant reading gaps that begin to emerge during the fourth grade year for students from lower socioeconomic backgrounds. Research by literacy expert Dr. Jeanne Chall indicates that, prior to grade four, students spend time primarily “learning to read”⁷⁰ – that is, decoding simple, familiar words in a text. In the fourth grade, however, students begin “reading to learn” – that is, accessing texts that are more conceptual and content-rich. Students must shift from decoding to comprehension and synthesis; they must “be fluent in recognizing words, and their vocabulary and knowledge need to expand, as does their ability to think critically and broadly.”⁷¹ If they cannot make this shift to reading to learn – a transition often impacted by their lowered vocabulary exposure – their academic achievement can suffer; reading is “highly related to most other kinds of academic learning and therefore could be used as an index of general academic achievement. Further, at every grade level, reading scores are highly predictive of reading achievement in the grades that follow.”⁷² Summit Prep’s fourth grade start, coupled with the prominence given to literacy, is intentionally designed to address this gap before it can widen. Our design draws on the lessons from high-performing fourth grade-start middle schools that likewise emphasize literacy instruction and development.⁷³

- **Family-School Partnerships**

Summit Prep believes that families play a vital role in students’ academic success, and their support sends a consistent message about the value of our college preparatory mission. Research has shown that parental expectations for their child’s educational achievement have the strongest relationship with students’ academic achievement.⁷⁴ We will hold multiple family orientation meetings for newly enrolled students each year, and spend time reviewing the school’s mission and academic structure, key policies, and yearlong expectations. These meetings will take place between the lottery and the start of school, and will be led by the Head of School and, beginning in Years 2 and 3, the Director of Curriculum and Instruction and the Dean of Students. Parents, students, and school leaders will sign



⁷⁰ Chall, Jeanne S. *Stages of Reading Development*. New York: McGraw-Hill, 1983.

⁷¹ Chall, Jeanne S., Vicki A. Jacobs, and Luke E. Baldwin. *The Reading Crisis: Why Poor Children Fall Behind*. Cambridge, MA: Harvard University Press, 1990.

⁷² Ibid.

⁷³ These schools include BES schools Endeavor College Preparatory (<http://www.endeavorcollegeprep.org/>), a 2012 California Distinguished School and Achievement Preparatory Academy (www.aprepacademy.org), honored as an EPIC Silver Gain School in 2011.

⁷⁴ Fan, X., and M. Chan. “Parental Involvement and Students’ Academic Achievement: A Meta-Analysis.” *Educational Psychology Review*, 13(1).

the Summit Prep Pledge, indicating a commitment to the school's values, expectations, and code of conduct.

School leaders and teachers will make home visits to all students between the date of the lottery and the start of the school year, ensuring that these visits are completed for all incoming students before the school year begins. Over the course of the year, teachers and school leaders will make themselves readily available to parents. Teachers will make biweekly phone calls home to report on student progress. The school will host a monthly *cafecito*,⁷⁵ an informal meeting with parents and school leadership. These meetings will be held on the third Thursday of every month from 8:15-9:00 AM, both to allow parents to remain at the school after student drop-off and to allow school leaders to oversee the beginning of the day. Reminders for *cafecitos* will be sent home each week in Summit Prep's Friday letter, which will be published in both English and Spanish; we will also utilize an all-call system on the Monday of the week of the event to remind parents of the date, time, and location.

Parents will also be kept apprised of student performance. Parents will be asked to sign daily homework logs for our lower grades (4-6) and weekly homework logs for the upper grades (7-8), and will have space to provide feedback to teachers on their child's work. Summit Prep issues three formal report cards, one at the end of each trimester, and holds three rounds each year of parent-teacher conferences. Each round lasts for three days, held at varied times during the day and evening in order to accommodate a number of parental work schedules, after report cards are distributed are distributed. Finally, parents will always be able to reach teachers via phone (school will maintain teacher extensions), via email (school will provide individual professional email addresses), and at the school for conversation about their child's progress (school will provide opportunities during the extended day for family conferences as needed).

These activities are deliberate and have an express purpose; research has found that "the more active forms of parent involvement produce greater achievement benefits than the more passive ones. That is, if parents receive phone calls, read and sign written communications from the school, and perhaps attend and listen during parent teacher conferences, greater achievement benefits accrue than would be the case with no parent involvement at all."⁷⁶

Delineation of the Core Subjects

Students at Summit Prep will complete a course of study that is informed by and aligned to California Content Standards and the Common Core, and that is designed with a level of rigor intended to prepare students for success at college preparatory high schools.

Below we outline the coursework that students will complete at each grade level. Each course is described in more detail in the charts and narratives that follow.

⁷⁵ Two high-performing Los Angeles charter schools – Endeavor College Prep and Futuro Prep – have implemented *cafecitos* as a regular part of their work with parents.

⁷⁶ Cotton, Kathleen, and Karen Reed Wikelund. "Parent Involvement in Education." Office of Educational Research and Improvement (OERI), U.S. Department of Education: May 1989.

Figure 1.6: Instructional Program

CORE SUBJECT	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
English-Language Arts	Grade 4 Reading	Grade 5 Reading	Grade 6 Reading	Grade 7 English	Grade 8 English
	Grade 4 Writing	Grade 5 Writing	Grade 6 Writing		
Mathematics	Grade 4 Math	Grade 5 Math	Grade 6 Math	Pre-Algebra	Algebra I
History/Social Science	California: A Changing State	U.S. History and Geography: Making a New Nation	World History and Geography: Ancient Civilizations	World History and Geography: Medieval and Early Modern Times	U.S. History and Geography: Growth and Conflict
Science	Grade 4 Science	Grade 5 Science	Earth Science	Life Science	Physical Science
Non-Core Curriculum	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
	Visual/Performing Arts	Visual/Performing Arts	Visual/Performing Arts	Visual/Performing Arts	Visual/Performing Arts

Core Instruction _____

English Language Arts

- **Grade 4 Reading**

Our Fourth Grade Reading courses will serve as the foundation for all future reading courses. For students who enter Summit Prep after grade four, this framework will serve as the remediative structure to ensure those students are quickly brought up to grade level. In addition to fourth grade reading standards, this course will deliberately include an intense review of reading standards from earlier grades in order to ensure that students have mastered all of the necessary foundational literacy skills.

Students who require intensive reading remediation (as determined by assessments administered before the beginning of the school year) will participate in Tutoring Plus from 4:05 to 5:00 PM Monday through Thursday, participating in after-school leveled decoding and fluency groups in order to allow them to develop phonemic awareness, phonics skills, fluency, and accuracy.⁷⁷

Students will develop vocabulary skills through instruction on word origins, derivations, synonyms, antonyms, root words, and Greek and Latin roots and affixes. Word study will also include instruction on idioms, words with multiple meanings, and figurative language (simile, metaphor, hyperbole, and personification).

To strengthen nonfiction comprehension and in keeping with the Common Core State Standards, fourth grade reading classes at Summit Prep will teach students to identify structural patterns found in informational texts and use appropriate textual analysis skills, including:

⁷⁷ These groups will be part of Tutoring Plus, Summit Prep’s intensive after-school tutoring and remediation time. This time is described in greater detail on page 64 of this Element.

- Drawing inferences from the text
- Determining the main idea of a text and explaining how it is supported by key details
- Summarizing a text
- Comparing and contrasting primary and secondary sources
- Explaining how an author uses reason and evidence
- Integrating information from two texts to write about a topic
- Describing the overall structure of a text

Fourth Grade Reading will also further develop students' ability to understand and appreciate fictional literature. The course will include various imaginative genres, including fantasy, fable, myth, folktales, legends, and fairy tales. With these texts, students will identify main events of the plot, the influence of setting, and the significance of each character's traits and motivations. Students will be able to compare and contrast similar stories from different cultures.

We do not plan to purchase a traditional basal reading textbook for our reading classes. Instead, these standards will be taught using a variety of texts, including short stories, picture books, informational articles, poems, and novels appropriate for the grade level. Possible shared reading books may include Ralph Fletcher's *Fig Pudding*, Andrew Clement's *Frindle*, and Kate DiCamillo's *Because of Winn-Dixie*, *The Tale of Despereaux*, *The Miraculous Journey of Edward Tulane*, and *The Tiger Rising*.

- **Grade 4 Writing**

Like Fourth Grade Reading, Summit Prep's Fourth Grade Writing course will focus on fourth grade standards and includes all necessary writing and grammar standards from earlier grades.

Grammar instruction will focus on standard English conventions, including:

- Identifying and creating simple and compound sentences
- Combining sentences with appositives, participial phrases, adverbs, and prepositions
- Identifying and using regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions
- Using parentheses, commas in direct quotations, and apostrophes
- Using underlining, italics, and quotation marks to identify titles
- Using correct capitalization
- Using correct spelling of grade-level words

In keeping with the Common Core State Standards, writing instruction will focus on using the writing process to construct multi-paragraph opinion pieces, informative/explanatory texts, narratives, responses to literature, information reports, and summaries. Students will practice selecting their own topics and also responding to assigned writing prompts, and will complete short research projects to learn the steps of research, paraphrase, summary, citation, and analysis.

We will likely use a structured writing program, such as Sopris West's *Step Up to Writing* or the Houghton-Mifflin *English* series as the foundation of our writing and grammar instruction program in

grades four through eight.

- **Grade 5 Reading**

Fifth Grade Reading will continue to develop students' word analysis, fluency, comprehension, and vocabulary acquisition. As needed, students may continue in leveled decoding and fluency groups. All students will use word origins to understand new words, understand antonyms, synonyms, and homographs, know Greek and Latin roots and affixes, and explain the figurative and metaphorical use of words in context.

The comprehension focus in fifth grade will continue a detailed study of nonfiction material, including:

- Analysis of multiple accounts of the same topic
- Comparing and contrasting the overall structure of two or more texts
- Nonfiction text features – format, graphics, sequence, diagrams, illustrations, charts, and maps
- Analysis of sequence and chronological organization
- Identification of main idea and supporting evidence in two or more texts
- Distinguishing of facts, opinions, and inferences within text

Fifth grade also will include literary analyses of historically and culturally significant works of literature. Students will identify and analyze characteristics of poetry, drama, fiction and nonfiction. They will continue to analyze conflict and resolution within a story's plot and the actions, motives, and appearances of characters. Students will understand the concept of theme and identify archetypal patterns, common literary devices, and various author techniques.

Similar to fourth grade, fifth grade reading standards will be taught using a variety of texts, including short stories, picture books, informational articles, poems, and books appropriate for the grade level. Shared reading novels may include Gary Paulsen's *Nightjohn*, Pam Munoz Ryan's *Esperanza Rising*, and Mark Twain's *The Adventures of Huckleberry Finn*.

- **Grade 5 Writing**

Fifth Grade Writing will build on the foundations learned in fourth grade and will continue to develop students' competencies with grammar, conventions, and the writing process.

Grammar study will include:

- Use of prepositional phrases, appositives, and dependent and independent clauses
- Correct use of often misused verbs
- Use of colons and quotation marks
- Correct capitalization
- Correct spelling of roots, suffixes, prefixes, contractions, and syllable constructions

Writing class will continue to develop students' competency for writing both narrative and expository essays of 500 to 700 words in length. Students will use the writing process to write multi-paragraph compositions with strong introductions, supporting evidence, and conclusions. In keeping with Common Core, these will include explanatory, opinion, and narrative texts, as well as research building on several sources. Students will also begin a great emphasis on revising and editing to improve their writing's content and clarity.

Fifth grade Writing will also incorporate a technology strand that will teach students to type and create simple documents, using basic office software.

- **Grade 6 Reading**

Sixth Grade Reading will include word study focused on multiple-meaning words, commonly used foreign words, the use of context to understand new words, and shades of meaning in related words.

The Sixth Grade Reading course will include work on nonfiction text, including:

- Structural analysis of popular media (newspapers, magazines, and websites)
- Analysis of compare-and-contrast organization
- Identification of main idea and relationships to other sources
- Clarification of meaning through outlines, note-taking, summaries, and reports
- Evaluation of the adequacy and appropriateness of evidence and various techniques

The study of literature in sixth grade will include analysis of various fictional genres. With a variety of fictional texts, students will analyze the effect of character traits and the influence of setting on the plot of a story. They will identify types of narration, explain the effects of common literary devices, analyze features of themes, define how tone or meaning is conveyed, and critique the credibility of a story's plot.

Novels that may be studied as a class or in smaller groups include Harper Lee's *To Kill a Mockingbird*, Lois Lowry's *Number the Stars*, Francisco Jimenez's *The Circuit* and *Breaking Through*, William Shakespeare's *Romeo and Juliet*, and Sandra Cisneros's *The House on Mango Street*. Nonfiction selections will support the historical and cultural contexts of the fiction selections.

- **Grade 6 Writing**

Sixth Grade Writing will continue the focus on both conventions and the writing process. Students will be expected to write and speak with a command of standard English conventions appropriate to the sixth grade level.

Grammar instruction will include:

- Use of simple, compound, and compound-complex sentences
- Indefinite pronouns
- Present perfect, past perfect, and future perfect verb tenses

- Subject-verb agreement
- Use of colons, semi-colons, and commas
- Correct capitalization
- Correct spelling of frequently misspelled words

Sixth Grade Writing will advance student proficiency with the writing process and word processing skills, and students will compose narratives, expository compositions, research reports, responses to literature, and persuasive essays. Students will become well-versed in the use of revising and editing checklists and the use of rubrics to self-assess.

- **Grade 7 English**

Seventh Grade English will continue to build students' vocabularies and both nonfiction and fiction comprehension skills and integrate writing skills as students develop a stronger sense of writing for a specific audience and increased opportunities for formal writing.

Students will identify analogies, idioms, metaphors, and similes. They will use Greek, Latin, and Anglo-Saxon roots and affixes to learn new content-area vocabulary. They will clarify the meaning of new words using definition, restatement, example, and contrast.

Seventh-graders will analyze the difference in various nonfiction texts, locate information in a variety of documents, and analyze text written in cause-and-effect format. They will trace an author's point of view, argument, or perspective and assess the quality of evidence to support a claim. Students will use technical directions to explain the use of simple mechanical devices. This class will begin to assign many more texts to be read and analyzed independently. Examples of the level of rigor expected in this course may include S.E. Hinton's *The Outsiders*, Geoffrey Chaucer's *The Canterbury Tales*, and Anne Frank's *The Diary of a Young Girl*. Nonfiction selections will support the historical and cultural contexts of the fiction selections.

Seventh Grade English will include the correct use of modifiers and active voice. Students will correctly use infinitives, participles, pronouns and antecedents. They will identify and correctly use all parts of speech and sentence structures and use hyphens, dashes, brackets, and semicolons correctly. Their mechanics and spelling will reflect standards for grade-level proficiency.

Students will use the writing process and grade-level appropriate revising and editing strategies to compose:

- Fictional and autobiographical narratives with a clear plot line, defined setting, major and minor characters, and a variety of authors' techniques
- Responses to literature that exhibit careful reading and thorough comprehension, organized interpretation around several clear ideas, and justified interpretations through
- Examples and textual evidence
- Research reports based on a relevant question, formal research, a clear perspective, accurate evidence, and documented references
- Persuasive compositions that state a clear position, employ well-articulated evidence, and

- address the reader's concerns and counterarguments
- Summaries of reading materials that include the text's main idea and significant details, use quotations and the student's own words, and reflect a deep understanding of the text

Seventh Grade English will continue the use of checklists and rubrics for self-assessment and will have an increased focus on the use of mentor texts to develop one's own writing. Students will continue to experience both self-selection of topics and responding to assigned prompts. They will also continue to develop word processing skills, with programs such as Microsoft Word and PowerPoint.

- **Grade 8 English**

Eighth Grade English will integrate reading and writing skills in a single class. This course will prepare students for high school English courses by demanding advanced levels of rigor, critical thinking, research, and increased independence. In keeping with the Common Core, the class will also incorporate nonfiction texts from science and social studies to prepare students for high levels of reading and writing in the content areas, just as Science and Social Studies classes will continue to integrate appropriate nonfiction texts.

Eighth Grade English will include a complex study of words, designed to ensure a precise understanding of new words, idioms, analogies, metaphors, and similes. Students will begin a study of the history of the English language and the influence of common word origins.

Students will analyze nonfiction texts using compare and contrast and proposition and support patterns. They will find similarities and differences in texts and compare texts to summaries to determine accuracy and underlying meaning. Students will use a variety of consumer, workplace, and public documents and technical directions to explain the use of complex mechanical devices. Students will evaluate the unity, coherence, internal consistency, and structural patterns of a text.

Eighth grade students will study different forms of poetry – elegy, ode, sonnet, ballad, couplet, epic, and lyric. They will use their previous knowledge of plot to analyze more complex structures of subplots and parallel episodes and the degrees to which conflicts are resolved. Students will analyze character motivations and actions, themes, significant literary devices, and cultural impacts of literary works.

Most of the assigned texts in Eighth Grade English will have historical significance, and many will tie in with the United States history standards. Texts may include Laurie Hatse Anderson's *Fever, 1793*, Houston and Houston's *Farewell to Manzanar*, and Consuelo Rodriguez's *Cesar Chavez*.

Students in Eighth Grade English will continue to write clear, coherent, and focused essays that also reflect the author's personal style. Greater emphasis will be placed on the quality of thesis statements, smooth transitions, effective use of evidence, and original ideas. English class will also integrate technology and public speaking, as students create presentations, using such applications as Microsoft PowerPoint.

Students will write:

- Biographies
- Autobiographies
- Short stories
- Narratives
- Responses to literature
- Research reports
- Persuasive compositions
- Documents related to career development, including applications and business letters
- Technical documents
- High school application essays

It is expected that students at this level have mastered standard English conventions of spelling, capitalization, punctuation, and grammar. New grammar skills include subordination, coordination, apposition and other devices to show the relationship between ideas.

Mathematics

Summit Prep will use Houghton-Mifflin's *California Math* series for grades four to six, and McDougall-Littell's *California Pre-Algebra* and *California Algebra*, for grades seven and eight, respectively. These programs include standards-aligned math textbooks approved by the California Department of Education.

- **Grade 4 Math**

In keeping with Common Core, Fourth Grade Math will focus on three critical areas: developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Time will be spent to ensure that students master basic facts as well as larger computation problems with all four operations. Students will begin to master simple fractions and decimals and be able to make comparisons and perform basic calculations. They will learn properties of and relationships between geometric figures. They will also collect, represent, and analyze data to solve problems. Math problem-solving class will address mathematical practices, including abstract and quantitative reasoning.

- **Grade 5 Math**

In keeping with Common Core, Fifth Grade Math will focus on three critical areas: developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and developing understanding of volume.

Time will be spent to increase students' skills with the four basic arithmetic operations applied to whole numbers, fractions, decimals, and negative numbers. They will use standard measurement tools and units to find length, area, and volume of basic geometric figures. Students will use protractors, compasses, and concepts of angle measurement. They also will use tables, grids, graphs, and charts to record and analyze data. Students will construct viable arguments in writing, and critique the reasoning of others.

- **Grade 6 Math**

In keeping with Common Core, Sixth Grade Math will focus on four key instructional areas: connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; writing, interpreting,

and using expressions and equations; and developing understanding of statistical thinking.

Students are expected to apply their computation skills to solve a variety of problems. The class will cover concepts of statistics and probability and calculation of the mean, median, mode, and range of a set of data. Students will analyze data and sampling processes to determine validity. They will work with probabilities, ratios, proportions, and percentages. Students will know formulas for the area and circumference of a circle and use letters for numbers involving geometric shapes and the variable in an expression. They will solve one-step linear equations.

- **Grade 7 Pre-Algebra**

Seventh Grade Pre-Algebra will prepare students for Algebra in eighth grade, and will focus on four key instructional areas: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

By the end of seventh grade, students will be skilled at manipulating numbers (constants and variables) and solving equations. They will be able to factor numerators and denominators and use exponents. They will be able to use the Pythagorean Theorem to solve problems, computing the length of an unknown side of a triangle. Students will be able to convert units of measurement and compute the surface area and volume of basic three-dimensional objects, understanding how area and volume change with scale. Students will be able to convert between fractions, decimals, and percents. They will continue to practice with ratio and proportion, compute percents of increase and decrease, and compound interest. Students will graph linear functions and understand the concept of slope.

- **Grade 8 Algebra**

Eighth Grade Algebra is a one-year college-preparatory algebra course. Students will study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They will use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They will graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students will factor second and third-degree polynomials and simplify fractions with polynomials. Students will use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students will also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

Social Studies

Social studies teachers at Summit Prep will collaborate closely with English-Language Arts teachers to reinforce literacy standards using content-specific materials and activities. Literacy standards that will also be addressed in social studies classes include:

- Nonfiction text features
- Content-area comprehension skills
- Study skills, such as research and note-taking
- A variety of writing activities

We will use a standards-aligned textbook approved by the California Department of Education as the foundation for each social studies course, including *California Studies* (Houghton-Mifflin) for grade four and the *History Alive!* series (Teachers' Curriculum Institute) for grades five through eight. Social Studies teachers will also engage students with innovative programs like National Geographic's Geography Bee, the Center for Civic Education's *Project Citizen* and *We the People*, and History Day LA.

Teachers will incorporate state, national, and international current events to deepen students' understanding of social studies and social justice concepts.

- **Grade 4—California**

Fourth Grade Social Studies, *California: A Changing State*, teaches students about the history and geography of their home state. This course will begin with an introduction to the basic concepts and skills of social studies – reading a map, geography terms, using timelines, reading charts and tables, economic and political basics. The study of California history starts with pre- Columbian societies, early exploration, and its diversity, economics, and rapid growth. There will be particular emphasis on milestones in California history, such as the development of the Mission system and the Gold Rush.

In keeping with Common Core, reading and writing will be an emphasis in Social Studies, as in all classes. Students will work with nonfiction texts to summarize and explain main ideas, compare and contrast primary and secondary sources, and integrate information from two texts to write about a subject.

- **Grade 5—U.S. History and Geography**

Fifth Grade Social Studies, *U.S. History and Geography: Making a New Nation*, studies American History up to 1850. Study will begin with Native American cultures and how residents came to be in North America. Students will learn about European exploration, Colonialism, the Enlightenment, the Revolutionary War, and Westward Expansion. The class will study the foundations of government, democracy, and the Constitution. Fifth grade students will also memorize the 50 U.S. states and their capitals.

In keeping with Common Core, students will work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a historical text, and integrating information from several texts to write about a subject knowledgeably.

- **Grade 6—Ancient Civilizations**

Sixth Grade Social Studies, *World History and Geography: Ancient Civilizations*, is the study of Western and Non-Western ancient civilizations. The course will emphasize the everyday lives of people and their problems and accomplishments. Students will study archaeology, geography, social and political structures, economics, and the spread of ideas. They will examine Mesopotamia, Egypt, Kush, the Ancient Hebrews and Greeks, India, China, and Rome. Students also will analyze the interactions and influences of various cultures.

In keeping with Common Core, students will engage in increasingly complex analysis of nonfiction texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, comparing and contrasting two authors' versions of an event, and determining an author's purpose in a text.

- **Grade 7—Medieval and Early Modern Times**

Seventh Grade Social Studies, *World History and Geography: Medieval and Early Modern Times*, teaches students about the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500 A.D. to 1789. The course will begin with a study of the fall of the Roman Empire and continue with Islam in the Middle Ages. Students then will study the geographic, political, economic, religious, and social structures of China, Ghana, Mali, Japan, and Europe in the Middle Ages and Meso-American and Andean civilizations. They will analyze the origins, accomplishments, and diffusion of the Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason.

In keeping with Common Core, students will continue to analyze nonfiction texts through a variety of methods, including citing several pieces of textual evidence to support analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text, and analyzing author's purpose, including how that author differentiates his viewpoint from others'.

- **Grade 8—U.S. History and Geography**

Eighth Grade Social Studies is *U.S. History and Geography: Growth and Conflict*. In this course, students will study American history from the framing of the Constitution up to World War I. Students will study the foundations of our Judeo-Christian heritage and the influence of British parliamentary procedure on the foundation of our democracy and Constitution. Students will trace the development of American politics, society, culture, and the economy and also study regional differences within the country. They will study the causes, course, and consequences of the Civil War and the Industrial Revolution. Throughout the course, students will make connections to contemporary social, political, and economic conditions.

In keeping with Common Core, students will continue to analyze nonfiction texts through a variety of methods, including citing the evidence that most strongly supports the analysis of what the text says explicitly and implicitly, tracing and evaluating the argument and specific claims in a text and assessing whether the argument is sound, and analyzing a case where two or more texts provide conflicting information on the same topic.

Science

Summit Prep will use Houghton-Mifflin's *California Science* for grades four through six and McDougall-Littell's *California Science: Focus on Life Sciences* and *California Science: Focus on Physical Sciences* for grades seven and eight, respectively. These programs include a standards-aligned textbook approved by the California Department of Education, which will serve as a foundation for science instruction. We will use FOSS science kits or similar materials to provide the hands-on experiences essential to science investigation and discovery.

- **Grade 4 Science**

Fourth Grade Science is a survey of physical, life, and earth science. Students will study electricity, magnetism, food chains, ecosystems, rocks and minerals, and the forces that shape the earth's surface. They will build simple electrical circuits and electromagnets, observe the ways in which electrically charged objects attract and repel other objects, and see that electrical energy may be converted into heat, light, and motion. Fourth graders will study food chains and webs, producers, consumers, and decomposers, and learn about other ecological relationships. They will also analyze rocks, minerals, and the process of erosion and weathering. Students will use the scientific method to formulate and justify predictions, make observations, conduct experiments, and collect and report data.

In keeping with Common Core, reading and writing will be an emphasis in Science, as in all classes. Students will work with nonfiction texts to summarize and explain main ideas, compare and contrast primary and secondary sources, and integrate information from two texts to write about a subject.

- **Grade 5 Science**

Fifth Grade Science is a survey of physical, life, and earth science. Students will study elements, matter, chemical reactions, plant and animal structures, water, and the solar system. Students will learn about chemical reactions and the special properties of metallic elements. They will distinguish between atoms, molecules, mixtures, and compounds and study the organization of the periodic table. Fifth graders will continue their study of ecosystems as they learn about plant and animal adaptations and the basic principles of physiology. They will learn about the human digestive system and blood circulation, as well as respiration and excretion of wastes in plants and animals. Students will study photosynthesis, the impact of the water cycle, and the solar system. The fifth grade use of the scientific method will include students developing their own test questions and beginning to plan their own investigations.

In keeping with Common Core, students will work with nonfiction texts to strengthen their textual analysis skills, including quoting accurately from two or more texts, explaining the interaction between two or more concepts in a text, and integrating information from several texts to write about a subject knowledgeably.

- **Grade 6 – Earth Science**

Students in sixth grade focus on Earth Science. Sixth graders will study plate tectonics and their importance for major geologic events, including earthquakes, volcanoes, mid-ocean ridges, and the distribution of fossils, rock types, and climatic zones. They will learn the basic of topography, erosion, the effect of the oceans' waves, and the impact of earthquakes, volcanic eruptions, landslides, and floods on the habitats of people and wildlife. Students will also study heat energy, fuel consumption, conduction, convection, and radiation. They will learn about the sun and solar energy and the differences in pressure, heat, air movement, and humidity. Students will learn about various energy sources and natural resources and how to classify them as renewable or nonrenewable. Sixth graders will also revisit the life science concepts of ecosystems, as they learn how to categorize organisms and their ecological roles. At this grade level, students will, with guidance from their teacher, perform science investigations with increased independence.

In keeping with Common Core, students will engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

- **Grade 7 – Life Science**

Students in seventh grade focus on Life Science. Students will know the role of cells in living organisms and be able to distinguish plant and animal cells. They will study the role of the nucleus, mitochondria, and chloroplasts and study cell division. Students will study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They will learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders will learn about genetics, sexual and asexual reproduction, and the role of DNA. They will study evolution and Darwin's theories. Students in seventh grade will also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They will study properties of light, levers, and simple machines. Seventh graders will gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations.

In keeping with Common Core, students will engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

- **Grade 8 – Physical Science**

Students in eighth grade focus on Physical Science. Students will study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They will identify forces and their impact on objects, while taking into consideration an object's mass. Students will learn the role of gravity and gravity's role in the solar system. They will know the structure and composition of atoms, the ways compounds are formed, and the differences in

states of matter. They will be able to use the periodic table to identify elements and classify them based on their atomic characteristics. Students will study simple compounds, chemical reactions, and the conservation of matter. They will study buoyancy, density, and displacement and will be able to predict whether objects will sink or float. Students will know the central role of carbon and other key elements in living organisms. Eighth graders will continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids.

In keeping with Common Core, students will engage in increasingly complex analysis of scientific and technical texts, including citing textual evidence to support analysis of what the text says explicitly and implicitly, analyzing the structure an author uses to organize a text, and comparing and contrasting information gained from experiments with that gained from reading a scientific text.

Non-Core Courses

In addition to our core academic courses, Summit Prep students will benefit from high-quality physical education and arts, including music, dance, and drama. These non-core classes support our school's mission of preparing students with the academic skills, character traits, and intellectual discipline necessary for success in college.

- **Physical Education**

Our physical education courses will be based on the *Physical Education Model for Content Standards for California Public Schools*. The five key physical education standards are:

1. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
2. Students demonstrate knowledge of movement concepts, principles, and strategies that apply the learning and performance of physical activities.
3. Students assess and maintain a level of physical fitness to improve health and performance.
4. Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

We believe that physical education classes should develop students' fitness skills and knowledge, while also providing a wonderful opportunity to build a positive school culture and reinforce the strong individual character we strive to develop in our students.

Key objectives of our physical education program include:

- encourage and promote physical development and growth through exercises in agility, strength, and hand-eye coordination

- promote individual physical self-confidence through the accomplishment of individual physical goals and through team activities
- strengthen a sense of unity, accountability, and responsibility through physical team building exercises and athletics
- expose students to life activities that will help them to develop healthy lifestyles as an adult
- discuss health and physical issues pertinent to youth in a supportive forum

The table below notes proposed units of study for physical education in grades four to eight. Each unit will include skills, drills, games, and assessments.

Figure 1.7: Proposed Physical Education Units

UNITS	Grade Four (two days a week)	Grade Five (two days a week)	Grade Six (two days a week)	Grade 7	Grade 8
Unit 1: Six Weeks (Sept – mid-Oct)	Stretching, Strength & Cardio	Stretching, Strength & Cardio	Stretching, Strength & Cardio	Stretching, Strength & Cardio	Health & Nutrition
Unit 2: Six Weeks (mid- Oct- Nov)	Group Games	Yoga	Basketball	Health & Nutrition	Softball
Unit 3: Six Weeks (Dec- Jan)	Yoga	Group Games	Health & Nutrition	Softball	Basketball
Unit 4: Six Weeks (Feb- Mid- March)	Kickball	Health & Nutrition	Softball	Yoga	Football
Unit 5: Six Weeks (March-April)	Health & Nutrition	Softball	Soccer	Basketball	Volleyball
Unit 6: Six Weeks (May- June)	Softball	Basketball	Yoga	Volleyball	Soccer

- **Visual and Performing Arts**

The Arts classes will be based on the art, music, theatre, and dance standards outlined in the California Department of Education’s *Visual and Performing Arts Standards*. Key goals for our

arts classes are that students will:

- understand, appreciate, and be able to interpret the arts
- demonstrate skills, knowledge, and abilities in dance, music, drama, and visual arts
- participate in artistic activities and events
- understand the role that the arts have played in history as well as its relationship to other academic disciplines

Below are proposed units of study for visual and performing arts, including dance, music, drama, and visual arts.

Figure 1.8: Proposed Arts Units

UNITS	Grade Four (two days a week)	Grade Five (two days a week)	Grade Six (two days a week)	Grade 7	Grade 8
Unit 1: Six Weeks (Sept.- mid-Oct)	Choral Music	Art— Drawing	Choral Music	Music— Percussion	Hip Hop Dance
Unit 2: Six Weeks (mid- Oct- Nov)	Art— Drawing	Choral Music	Music— Percussion	Hip Hop Dance	Ballroom Dance
Unit 3: Six Weeks (Dec- Jan)	Drama	Music— Recorder	Hip Hop Dance	Art History	History of Music
Unit 4: Six Weeks (Feb- Mid-March)	Music— Recorder	Hip Hop Dance	Ballroom Dance	History of Music	Art—3-D Design
Unit 5: Six Weeks (mid- March- Apr)	Hip Hop Dance	Ballroom Dance	History of Music	Art— Advanced Drawing & Painting	Drama
Unit 6: Six Weeks (May- June)	Ballroom Dance	Drama	Art—Painting	Drama	Choral Music

Promotion to the Next Grade

Summit Prep adheres to strict promotion criteria. It is not automatically assumed that a student will pass from one grade to the next; each student must earn promotion by demonstrating mastery of essential knowledge and skills.

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Sufficient mastery of a subject is indicated by a grade of 70% or higher. All grades will be calculated based on a student's achievement in five areas: homework, tests and quizzes, along with midterm and cumulative end-of-trimester assessments. While teachers will have some flexibility in determining the exact percentage of the total grade that each carries, the percentages must fall within school guidelines.

A student's final annual grade will be calculated as the average of their three trimester grades.

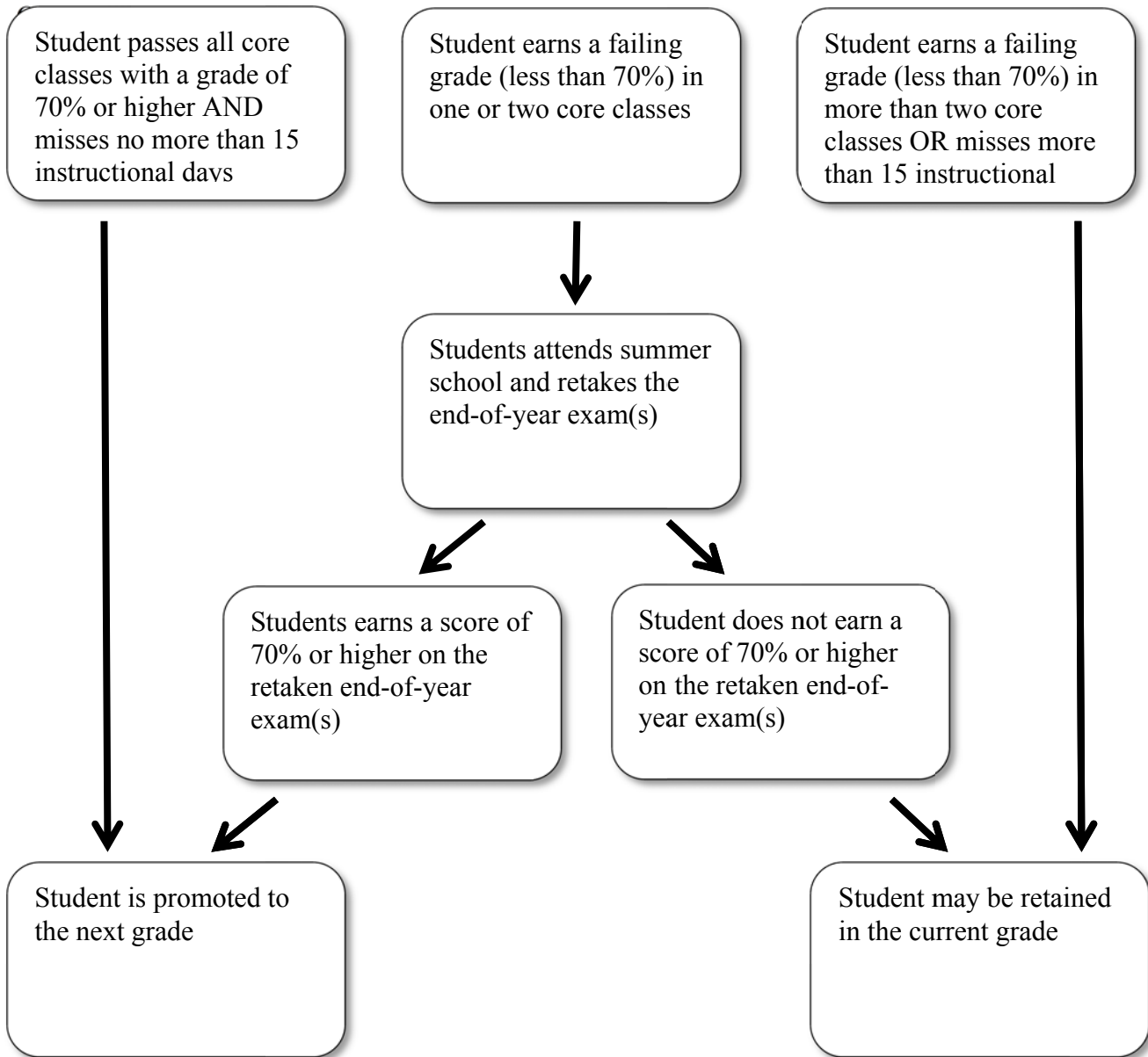
Any student who receives below a 70% in one or two core classes will attend summer school, and will retake the end-of-year exam in the subject(s) needed at the conclusion of summer school. The student must pass the exam(s) with a score of 70% or higher. Any student receiving less than 70% in more than two core classes demonstrates a deep need for further work at the grade level and so will not be eligible for summer remediation and may be retained.

While retention due to lack of effort is not something to be celebrated, we believe that there is immense value in a student's ability to recognize his or her mistakes and strive to do better. Therefore, we will cultivate a school atmosphere in which retention is not something to be ashamed of, but rather an indication of a student's perseverance and determination.

Additionally, we believe that time in school is essential for mastering rigorous, college preparatory skills. Therefore, if a student misses 15 or more days in an academic year, he or she may be retained.

The promotion policy is displayed visually below:

Figure 1.9: Promotion Policy



Academic Calendar

The Summit Prep school year is similar to a traditional, single-track calendar. Our school year includes 185 instructional days, divided into three trimesters, as outlined in the 2014-2015 school year calendar below.

The 185 days of instruction provide 75,433 instructional minutes, which are calculated to exclude all non-instructional time (including breakfast, homeroom, lunch, breaks, and any extended day programs that do not include mandatory instruction for all students). The total number of instructional minutes, exclusive of these elements, exceeds the number of annual instructional minutes set forth in *California Education Code § 47612.5*.

There is no school scheduled for Labor Day, Rosh Hashanah, Columbus Day, Veterans Day, Martin Luther King, Jr. Day, Presidents Day, Cesar Chavez Day, or Memorial Day. The school will have short breaks for Thanksgiving, the winter holidays, and spring break.

Teachers have an additional 26 days devoted to professional development, both in preparation for the school year and strategically placed throughout the year to analyze assessment data.⁷⁸

⁷⁸ The summer PD days, as well as the PD days throughout the year, are built into the teacher's salary schedule and are part of normal compensation. While those days are pupil-free, the Summit Prep calendar exceeds the number of days and minutes required for students.

Important Dates	
July 14-August 1: Staff Professional Development	February 16: Presidents Day
July 31: Parent Orientation	February 17-19: Trimester 2 Cumulative Exams
August 4: First Day of School	February 23: Data-Focused PD Day (no students)
August 5-8: Nationally Normed Assessments (Baseline)	February 24: Trimester 3 Begins
August 25: Teacher PD Day (no students)	February 27: Trimester 2 Report Cards Distributed
September 1: Labor Day	March 2-6: Parent Conferences
September 18-19: Trimester 1 Midterm Assessments	March 27: Teacher PD Day (no students)
September 24: Data-Focused PD Day (no students)	March 30-April 3: Spring Break
September 25-26: Rosh Hashanah	March 31: Cesar Chavez Day (included in Spring Break)
September 29: Progress Reports Distributed	April 16-17: Trimester 3 Midterm Assessments
October 20: Teacher PD Day (no students)	April 20: Data-Focused PD Day (no students)
November 4-6: Trimester 1 Cumulative Exams	April 24: Report Cards Distributed
November 10: Data-Focused PD Day (no students)	April 28-30: Parent Conferences (by appointment)
November 11: Veterans Day	May 4-8: Nationally Normed Assessments
November 12: Trimester 2 Begins	May 25: Memorial Day
November 14: Trimester 1 Report Cards Distributed	May 26: Teacher PD Day (no students)
November 17-21: Parent Conferences	May 27-29: Trimester 3 Cumulative Exams
November 26-28: Thanksgiving	June 1: Data-Focused PD Day (no students)
December 22-January 2: Winter Break	June 2: Trimester 3 Report Cards Distributed
January 8-9: Trimester 2 Midterm Assessments	June 5: Last Day of School
January 12: Data-Focused PD Day (no students)	June 8-9: Teacher PD Days (no students)
January 16: Progress Reports Distributed	June 15-26: Summer School
January 19: Martin Luther King, Jr. Day	

Daily Schedules and Rationales

Summit Prep’s daily schedule is designed to maximize instructional time. Our school year contains 75,433 instructional minutes, exclusive of all non-instructional time (including breakfast, lunch, breaks, and any extended day programs that do not include mandatory attendance for all students).

We exceed the number of annual instructional minutes – 54,000 for students in grades four through eight, inclusive – set forth in *California Education Code § 47612.5*.⁷⁹

Summit Prep’s students attend school from 7:50 AM to 4:00 PM, Monday through Thursday. On Friday, all students are dismissed at 2:25 PM to allow for ongoing staff professional development. Students may arrive at 7:30 AM for an optional breakfast program. Students participating in Tutoring Plus will be dismissed at 5:00 PM, Monday through Thursday.

Figure 1.11: Total Number of Instructional Minutes

Type of School Day	Number of School Days	Number of Minutes per Day	Total Number of Minutes	Explanation
Standard (Monday-Thursday)	147	429	63,063	7:50-4:00, minus 61 minutes for homeroom, lunch, break, and transitions
Abbreviated (Friday)	38	335	12,370	7:50-2:25, minus 60 minutes for homeroom, lunch, break, and transitions
Total Days	185	Total Minutes	75,433	

As indicated in the table above, non-instructional time – homeroom, lunch, break, transitions between classes, and Tutoring Plus – are not counted in our total minutes.⁸⁰

- **Fourth and Fifth Grade Schedule**

The fourth and fifth grade schedule was designed to catch students up to grade level in reading, writing, and math, and to ensure that students are prepared for the rigors of college preparatory sixth through eighth grade classes.

Fourth and fifth graders will have six 50-minute core classes every day – reading, writing, math procedures, math problem-solving, science, and social studies. In addition to their core reading class, students participate in leveled guided reading groups four days per week.⁸¹ Fourth and fifth grade students will participate in physical education two days each week,⁸² and an arts class two days each week.

⁷⁹ <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=47001-48000&file=47610-47615>.

⁸⁰ Although Tutoring Plus has a distinct instructional focus, it is not counted in this tally, as not all students are required to attend.

⁸¹ Leveled guided reading groups provide teachers with the opportunity to reinforce grade-level reading standards being taught in the core reading class, using texts that are appropriate to the level of the students in the group.

⁸² State law requires that students in grades one through six receive no less than 200 minutes of physical education instruction every ten days.

Fourth and fifth grade students will have one homeroom teacher, and will remain in the same classroom over the course of the day; teachers will transition across classrooms. We anticipate hiring multiple-subject credentialed teachers for our fourth and fifth grades, and pairing the subjects they teach: one teacher will teach reading and social studies; one teacher will teach writing and science; and one teacher will teach both math classes (problem-solving and procedures). Each teacher will work with two homerooms. We have deliberately paired reading, writing, social studies, and science to better integrate literacy skills across those content areas.

This teaching schedule allows for two planning periods for the fourth and fifth grade teachers each day. This planning time will be used to prepare lessons, grade, communicate with parents, observe colleagues, meet with school leadership, complete other assigned tasks, and participate in individualized professional development activities.

Friday’s Community Meeting time allows for students to gather as grade-level or whole-school teams. This time will build and reinforce school culture as we celebrate growth and successes, address issues or concerns, and build community through a variety of activities, such as awards ceremonies, speakers, and team-building games.

Sample fourth and fifth grade student and teacher schedules can be found below:

Figures 1.12-1.15: Sample Student and Teacher Schedules

Sample Student Schedule – Monday-Thursday	
7:30-7:50 AM	Breakfast; homework collection; daily set-up
7:50-8:00 AM	AM Advisory
8:02-8:52 AM	Literacy block #1 – reading comprehension, literary analysis, vocabulary study
8:54-9:44 AM	Math block #1 – math procedures
9:44-9:54 AM	Break
9:54-10:44 AM	Social Studies
10:46-11:36 AM	Literacy block #2 – writing, grammar, vocabulary study
11:38-12:13 PM	Leveled Guided Reading Groups
12:13-12:38 PM	Lunch
12:40-1:30 PM	Math block #2 – math problem solving
1:32-2:22 PM	Science
2:24-3:14 PM	Enrichment (art, music, physical education)
3:16-4:00 PM	Tutoring
4:00 PM	Dismissal
4:05-5:00	Tutoring Plus
5:00	Dismissal for all Tutoring Plus students

Sample Student Schedule – Friday	
7:30-7:50 AM	Breakfast; homework collection; daily set-up
7:50-8:00 AM	AM Advisory
8:02-8:52 AM	Literacy block #1 – reading comprehension, literary analysis, vocabulary study
8:54-9:44 AM	Math block #1 – math procedures
9:44-9:54 AM	Break
9:54-10:44 AM	Social Studies
10:46-11:36 AM	Literacy block #2 – writing, grammar, vocabulary study
11:36-12:00 PM	Lunch
12:03-12:53 PM	Math block #2 – math problem solving
12:55-1:45 PM	Science
1:50-2:25 PM	Schoolwide Community Meeting
2:25 PM	Dismissal

Sample Teacher Schedule – Monday-Thursday	
7:30-7:50 AM	Supervise breakfast; homework collection; daily set-up – Homeroom #1
7:50-8:00 AM	AM Advisory – Homeroom #1
8:02-8:52 AM	Teach Reading class – Homeroom #1
8:54-9:44 AM	Planning time
9:44-9:54 AM	Supervise break
9:54-10:44 AM	Teach Social Studies class – Homeroom #2
10:46-11:36 AM	Teach Social Studies class – Homeroom #1
11:38-12:13 PM	Lead Guided Leveled Reading Groups – Homeroom #1
12:13-12:38 PM	Supervise lunch
12:40-1:30 PM	Planning time
1:32-2:22 PM	Teach Reading class – Homeroom #2
2:24-3:14 PM	Lead enrichment (art, music, physical education)
3:16-4:00 PM	Lead tutoring – Homeroom #1
4:00 PM	Supervise Dismissal
4:05-5:00	Lead Tutoring Plus – Homeroom #1
5:00	Supervise Dismissal for Tutoring Plus students
5:00-6:00	Planning, grading, meeting time

Sample Teacher Schedule – Friday	
7:30-7:50 AM	Supervise breakfast; homework collection; daily set-up – Homeroom #1
7:50-8:00 AM	AM Advisory – Homeroom #1
8:02-8:52 AM	Teach Reading class – Homeroom #1
8:54-9:44 AM	Teach Reading class – Homeroom #2
9:44-9:54 AM	Supervise break
9:54-10:44 AM	Planning time
10:46-11:36 AM	Teach Social Studies class – Homeroom #2
11:36-12:00 PM	Supervise lunch
12:03-12:53 PM	Planning time
12:55-1:45 PM	Teach Social Studies class – Homeroom #1
1:50-2:25 PM	Supervise/lead Community Meeting
2:25 PM	Supervise Dismissal
2:40-5:00 PM	Professional Development

Instructional Implementation Plan

The Instructional Implementation Plan for Summit Prep is included in the table below. The instructional program, assessment, curriculum, and school culture components will be finalized in the month prior to the school's opening.

Activities	Now-December 2013	January-March 2014	April-July 2014	2014-2015 School Year
Student Recruitment	<ul style="list-style-type: none"> • Host community information sessions • Distribute fliers throughout the community • Meet with community leaders 	<ul style="list-style-type: none"> • Open enrollment period • Collect applications • Continue information sessions • Finalize logistics for public lottery 	<ul style="list-style-type: none"> • Hold lottery • Mail acceptance and waitlist letters • Collect signed student enrollment forms • Host family orientations 	<ul style="list-style-type: none"> • Continue recruitment efforts for any open fourth-grade seats • Grow the waitlist • Recruit for 2015-2016 school year
Teacher and Staff Recruitment	<ul style="list-style-type: none"> • Hire Head of School • Post job descriptions • Begin to interview applicants 	<ul style="list-style-type: none"> • Attend career fairs • Host teacher information webinars • Continue posting jobs • Continue interviewing • Weekly check-ins with hired staff 	<ul style="list-style-type: none"> • Finalize hiring • Staff orientation and professional development (July) 	<ul style="list-style-type: none"> • Continue recruiting for 2015-2016 school year • Ongoing professional development
Service Providers and Contracts	<ul style="list-style-type: none"> • Meet with back office support providers to compare services and contracts • Select and contract with back office support provider • Retain an attorney 	<ul style="list-style-type: none"> • Screen potential vendors for: <ul style="list-style-type: none"> ○ Food services ○ Janitorial services ○ Furniture/materials 	<ul style="list-style-type: none"> • Finalize contracts • Purchase insurance 	<ul style="list-style-type: none"> • Evaluate effectiveness of various vendors • Renew existing contracts or pursue new contracts as needed

<p>Facilities</p>	<ul style="list-style-type: none"> • Finalize search criteria based on building requirements • Submit Proposition 39 application to LAUSD • Hire real estate broker to assist with facilities search • Sign facilities lease (ideally for three years, with room to grow) 	<ul style="list-style-type: none"> • Hire project manager • File necessary renovation paperwork • Begin renovations 	<ul style="list-style-type: none"> • Complete renovations • File Certificate of Occupancy 	
<p>Professional Development</p>	<ul style="list-style-type: none"> • Finalize pre-school year PD for new hires • Finalize Summer PD • Head of School continues to participate in PD through BES and other organizations 	<ul style="list-style-type: none"> • PD with new hires as onboarded 	<ul style="list-style-type: none"> • Summer PD before start of school year 	<ul style="list-style-type: none"> • Weekly PD during school year • Teacher observations and feedback • Continue to build schoolwide video and resource library

Parental Involvement		<ul style="list-style-type: none"> • Community information sessions, tabling, and canvassing 	<ul style="list-style-type: none"> • Family orientation 	<ul style="list-style-type: none"> • Weekly letter • Monthly <i>cafecitos</i> • Trimester conferences • Parent Association meetings
Board Development	<ul style="list-style-type: none"> • Transition to governing board with charter approval • Elect board officers • Develop board resource binder 	<ul style="list-style-type: none"> • Visits to high-performing schools • Board retreat 	<ul style="list-style-type: none"> • Approve all necessary school policies 	<ul style="list-style-type: none"> • Ongoing participation in school events
Instructional Initiatives	<ul style="list-style-type: none"> • Continue to study high-performing schools • Finalize fourth and fifth grade standards 	<ul style="list-style-type: none"> • Create standard lesson plan format 	<ul style="list-style-type: none"> • Finalize fourth and fifth grade scope and sequence and units plans • Finalize first month of lesson plans 	<ul style="list-style-type: none"> • Effective lesson design and delivery • Finalize sixth grade scope and sequence • Data analysis and data-driven instruction •

Additional Supports for Targeted Students

Summit Prep holds fast to the belief that all students, regardless of their socioeconomic or educational background, deserve a rigorous, college-preparatory education. Through this core belief, as well as the specific student recruitment plan described in **Element 7**, we are targeting a student population that is generally considered “at-risk” for academic failure based on factors such as family income level or home language. Summit Prep’s instructional program is designed to intentionally meet students where they are instructionally and accelerate in order to allow them to achieve mastery at and above grade level.

Our school design includes several key elements – common among high-performing urban charter schools – to meet the needs of potentially “at-risk” students:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in grades four through six
- Extended time for math (problem solving and procedures) instruction in grades 4 through 6
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Word Walls to reinforce and extend academic vocabulary
- Phonics, decoding, and fluency groups during Tutoring Plus
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Use of scaffolded notes in grades four through six to teach organizational strategies
- Reinforcement of reading and writing across the content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement with parents in supporting expectations

In addition to the supports offered during regular school hours, Summit Prep’s Tutoring Plus period will allow us an extra 55 minutes with any students who need additional attention and targeted support, Monday through Thursday. Students will be identified for participation in Tutoring Plus for a variety of academic and behavioral reasons, which will be clearly communicated to students and their families as part of an action plan to ensure student success. Students not assigned to Tutoring Plus are dismissed at first dismissal or may choose, in advance, to participate in some of the available Tutoring Plus activities.

Tutoring Plus will serve a variety of purposes designed to meet the needs of our students, including:

1. **Fluency and Decoding Groups.** These groups will offer a systematic phonemic awareness and phonics instruction necessary to accelerate students to grade-level appropriate fluency and decoding skills. Students will be initially assigned to these groups based on initial assessment data and will be frequently assessed to monitor progress and make changes as appropriate.
2. **Academic Support Groups.** In addition to the fluency and decoding groups, students needing additional assistance in other areas may be assigned to Tutoring Plus sessions based on a specific need and will remain in the group until the deficiency is remediated. These groups may focus on a variety of specific skills/standards and will vary throughout the year and may also be offered before, during, or after the school day.
3. **Homework Center.** This group will provide students struggling to complete homework assignments with a quiet, supportive place to do their work. Students may be assigned to this group based on teacher recommendation, or students and their families may request attendance.
4. **Enrichment.** Additional enrichment opportunities will be offered after school throughout the year and made available to students not assigned to other Tutoring Plus activities. Enrichment activities may be academic (such as a book club, robotics, Spanish, or debate team), athletic (such as cross country, drill team, or soccer), or artistic (such as silk screening, painting, or chorus). These activities may be offered one, two, or four days a week.

Additional strategies will target students who may have additional needs: students performing far above or below grade level, students with low socioeconomic status, English Language Learners, and Special Education students. These additional supports will be incorporated within the school day and/or offered during Tutoring Plus, as needed.

We recognize that after-school activities, whether they are remediative or not, can carry a negative connotation. We believe that the opportunity to participate in Tutoring Plus is a privilege, and that it affords students more chances to work toward mastery. Therefore, we will cultivate a school atmosphere in which students are invited to Tutoring Plus, and that the time is recognized as beneficial, even desirable.

Students Achieving Above Grade Level _____

- **Gifted and Talented Students.**

We will engage in comprehensive instructional strategies to challenge and support all students enrolled at Summit Prep. Students identified through LAUSD's GATE process may participate in the Saturday Conservatory of Fine Arts, which Summit Prep will reimburse on a Fee for Service Basis.⁸³

In her 1997 article "The Do's and Don't's of Instruction: What it Means to Teach Gifted Learners Well," Carol Ann Tomlinson writes, "It begins with the premise that each child should come to

⁸³ <http://www.lausd.net/lausd/offices/GATE/stud-par.html>.

school to stretch and grow daily. It includes the expectation that the measure of progress and growth is competition with oneself rather than competition against others. It resides in the notion that educators understand key concepts, principles and skills of subject domains, and present those in ways that cause highly able students to wonder and grasp, and extend their reach. And it envisions schooling as an escalator on which students continually progress, rather than a series of stairs, with landings on which advanced learners consistently wait.”⁸⁴

While we maintain that this premise is true for all students, and believe that most students will be appropriately challenged by our rigorous academic program, Summit Prep is committed to working with students who are performing above grade level to provide additional challenge.

Students earning advanced scores on the CST, or as otherwise identified by the staff as high-achieving, will benefit from the following components of our school’s design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques that challenge each student
- Small school size and safe environment, where academic achievement is “cool”
- Small, leveled guided reading groups that allow high-achieving students to access challenging literature
- Extensive independent reading at each student’s level that allows each child to excel at his or her own pace
- Leveled guided reading groups that allow each child to read exciting and challenging literature
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Opportunities to further develop literacy skills in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Frequent communication with and engagement of parents in supporting our college preparatory mission
- Opportunities to build leadership skills through peer tutoring

Teachers will be trained to differentiate lessons to meet the needs of advanced learners, and provide learning experiences that meet the special needs of these students with regard to the pace of lessons, the depth of content presented, and the variety of processes used and products created.

High-achieving students will also be offered extension opportunities during Tutoring Plus, which will include a variety of advanced concepts in core academic subjects and enrichment topics. These opportunities will include such activities as advanced book clubs, poetry readings, math Olympics, journalism, speech and debate, and science club.

High-achieving students will also be challenged through preparation for and participation in a variety of school-based, local and/or national academic competitions, like spelling bees, Science Olympiad,

⁸⁴ <http://www.nagc.org/index.aspx?id=659>.

Odyssey of the Mind, and National Geographic’s annual Geography Bee.

Students Achieving Below Grade Level

While we anticipate that most students’ needs will be met by the wide variety of school-wide supports already in place, Summit Prep is committed to working with students who are achieving below grade level in order to help them achieve at expected levels. We also anticipate that many students may enter Summit Prep achieving below grade level; our instructional program, as described above, is designed to address those gaps and ensure that students are prepared for our rigorous college-preparatory curriculum in the sixth, seventh, and eighth grades.

A student at Summit Prep will be considered low-achieving if he/she meets the following criteria:

- Performing more than one level below his/her actual grade level on class assignments and assessments, including a score of Below Basic or Far Below Basic on the CST (or SBAC, once implemented) and equivalent scores on nationally-normed assessments.
- Earning below 70% in one or more core subjects, therefore signifying the danger of failing the grade and qualifying for retention.
- Not on track to make at least one grade level of growth in reading, writing, and math.

Students with skills below grade level will benefit from the following components of our school’s design:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction in grades four through six
- Extended time for math (problem-solving and procedures) instruction in grades 4 to 6
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- In-school tutoring time designed to meet the academic and developmental needs of students at each grade-level
- Phonics, decoding, and fluency groups during Tutoring Plus
- Systematic writing and grammar instruction
- Word Walls to reinforce academic vocabulary
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during Tutoring Plus
- Frequent communication with and engagement of parents in supporting academic and

behavioral expectations

In addition to the supports offered to all students, low-achieving students at Summit Prep will be strategically grouped for small-group instruction during tutoring time and will be required to attend Tutoring Plus one to four days per week to receive additional academic help. This will allow students full access to all core and non-core content while meeting the students' needs. Students' progress will be monitored weekly by their core academic teachers; students who are not making progress toward grade-level standards will be referred to the Student Success Team for further consideration.

Student Success Team

A Student Success Team (SST) uses a systematic problem-solving approach to assist students who, despite a variety of supports, are failing to make adequate progress. The SST reviews the effectiveness of previous and current interventions, clarifies problems and concerns, develops strategies and organizes resources, provides a system for school accountability, and serves to assist and counsel the parents, teachers, and student.

An SST is a general education function. All students can benefit from an SST, including, but not limited to those students achieving below or above grade level, English Language Learners, students with suspected special educational needs, and students who have experienced emotional trauma or behavioral issues.

Anyone who has on-going concerns about a student's achievement can refer that student for SST consideration; anyone who is connected with that student can participate in the SST meeting. These people may include, but are not limited to, teachers, parents, counselors, doctors, administrators, social workers and law enforcement representatives. The meeting is designed to allow all parties involved to work together to create the best possible plan of action to support the child's unique needs.

The Summit Prep SST meetings shall include the following steps:

1. Team members introduce themselves and their roles
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The plans created by an SST will include additional instructional supports, a timeline for implementation, goals for the student, and means for assessment and re-evaluation.

English Language Learners

Based on our proposed location in South Los Angeles, Summit Prep anticipates serving a large percentage of English Language Learners. The table below enumerates the percentages of English Language Learners at district middle schools in our target neighborhoods:⁸⁵

Figure 1.16: English Language Learner Data in Summit Prep’s Target Neighborhoods

School Name	ELL Students	Total Enrollment	Percentage of ELL Students
Audubon Middle	91	816	11.2%
George Washington Carver Middle	593	1591	37.3%
John Adams Middle	318	1247	25.5%
John Muir Middle	430	1363	31.5%
Los Angeles Academy Middle	642	2079	30.9%
Thomas A. Edison Middle	325	1176	27.6%

The achievement of high levels of English proficiency and overall academic success of each of these students is critical to our school’s college preparatory mission.

Our core instructional program is designed to meet the needs of English Learners; we believe that all students will benefit from our intense focus on literacy. Summit Prep will implement an English Learner Master Plan which will document identification, services, program and evaluation. On an annual basis Summit Prep will notify the District regarding the EL Master Plan. For those students learning English, teachers will employ strategies effective in meeting their specific literacy needs, including:

- Pre-teaching of key vocabulary
- Peer tutoring with students who demonstrate more advanced English skills
- Additional phonics, decoding, and fluency instruction during Tutoring Plus
- Use of native language, when necessary, to clarify words or concepts
- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Word Walls to reinforce academic vocabulary

⁸⁵ All data derived from the LAUSD school profiles, updated as of 2010-2011: <http://search.lausd.k12.ca.us/cgi-bin/fccgi.exe>.

- In-school tutoring designed to meet the academic and developmental needs of students at each grade level
- Phonics, decoding, and fluency groups during Tutoring Plus
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work in all content areas
- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during Tutoring Plus
- Frequent communication with and engagement of parents in supporting academic and behavioral expectations

Socioeconomically Disadvantaged Students _____

We strongly believe that poverty alone does not indicate the need for specific instructional techniques. Our instructional approaches will be based on each student’s instructional needs, not their income level.

Based on 2010 Census data and reports from the local schools, we anticipate that over 70 percent of our students will qualify for free and reduced lunch. Our school design is based on highly successful urban schools that serve a similar population of low-income students and offers a multitude of supports that meet the needs of potentially “at-risk” students, including:

- Highly skilled teachers who use a variety of effective teaching strategies and techniques
- Small school size and safe environment
- Supportive culture of high expectations and discipline
- Predictable class structure in all content areas
- Extended time for literacy (reading and writing) instruction
- Extended time for math (problem-solving and procedures) instruction
- Systematic reading strategy and textual analysis instruction
- Extensive independent reading at each student’s level
- Phonics, decoding, and fluency groups
- Systematic writing and grammar instruction
- Frequent use of “think-pair-share” and other cooperative learning strategies
- Use of graphic organizers to represent ideas
- Reinforcement of ELA standards in all content areas
- Explicit vocabulary instruction in all content areas
- Group work and oral presentations in all content areas

- Frequent use of assessments and specific feedback from teachers
- Academic support groups for all content areas held during Tutoring Plus
- Frequent communication with and engagement of parents in supporting expectations

In addition, any students requiring a quiet place to study and do homework will be invited to remain at school for Homework Center during Tutoring Plus.

Legal Assurances ---

- **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 Prep will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Summit Prep 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 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") 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.

- **English Learner Instruction**

Summit Prep 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), Summit Prep 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 Summit Prep 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; and
- 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).

Summit Prep shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Summit Prep shall administer the CELDT annually. Summit Prep 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.

The address of Summit Prep is to be determined.

The temporary mailing address of Summit Prep is 2111 S. Mansfield Ave., Los Angeles, CA 90016.

The phone number of Summit Prep is currently (323) 642-8806.

The contact person for Summit Prep is Arianna Haut.

The number of rooms at the school is not known at this time.

The grade configuration is grades four through eight.

The number of students in the first year will be 120.

The grade level(s) of the students the first year will be fourth.

The opening date of the school is August 4, 2014.

The admission requirements are enumerated in **Element Eight**.

The operational capacity will be 600 students.

The instructional calendar will be 185 days.

The bell schedule for the school can be found in **Element One**.

Term and Renewal of the Charter _____

In accordance with *California Education Code* §47607(a)(1), upon approval, this charter petition will be effective as of the date of the approval. We petition for a period of five (5) fiscal years starting with the first fiscal year in which the school opens.

Summit Prep may request from the board of LAUSD that an amendment be made to the charter at any time prior to expiration.

Summit Prep will submit its renewal petition to the LAUSD 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.

Element 2 – Measurable Student Outcomes

Accountability Standards

Summit Preparatory Charter School (“Summit Prep”) holds itself to high standards for student achievement, character education, and parent satisfaction, as outlined in the table below.

The achievement of Summit Prep will be measured in both growth and absolute measures.

Student Outcome Measures

In full support of our mission and vision for high school readiness and college preparation for every student, Summit Prep utilizes:

- Nationally normed assessment Terra Nova in reading (comprehension and vocabulary development) and mathematics (computation and problem solving) to set growth measures per student cohort, that also allows for a comparative measure against a national cohort at distinct points in time and longitudinally year to year
- National assessment CELDT for English Language Learners to measure their annual ELD growth targets
- School-wide and all subgroup performance (including FRL, special needs, and EL populations) towards AYP goals, or as replaced by LAUSD, Growth Over Time Measures, on all state required assessments
- SBAC/CST scores against target goals
- API scores against target goals
- ADA goals each year
- Parent satisfaction rates each year

Specific to all items, Summit Prep outlines the following goals and accompanying outcome measures for our success:

Figure 2.1: Achievement Goals, Measures, and Timeframes

Goal	Measure	Timeframe & Tool
Students will demonstrate growth in reading comprehension and vocabulary	In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the SBAC/CST and nationally normed Terra Nova reading comprehension and reading vocabulary tests, until the average percentile score reaches/exceeds the 75 th percentile, indicating Growth Over Time and Comparative Measure to a national cohort.	Upon enrollment, and annual spring assessment using Terra Nova
Students will demonstrate growth in mathematics computation and problem solving	In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the SBAC/CST and nationally normed Terra Nova mathematics test, until the average	Upon enrollment and annual spring assessment using TerraNova

	percentile score reaches/exceeds the 75 th percentile, indicating Growth Over Time and Comparative Measure to a national cohort.	
Students will demonstrate proficiency in skills and content knowledge in science.	In a longitudinal analysis, student cohorts will average an increase of at least five percentiles annually on the SBAC/CST and nationally normed Terra Nova science test, until the average percentile score reaches/exceeds the 75 th percentile, indicating Growth Over Time and Comparative Measure to a national cohort.	Upon enrollment and annual spring assessment using TerraNova
Students will demonstrate proficiency in skills and content knowledge in history/social science.	75% of students in each grade level will score 80% or higher overall on History/Social Science standards assessments, such as quizzes, end-of-unit assessments, midterms, and end-of-trimester assessments.	Regular assessment intervals: weekly (quizzes), every six weeks (midterms and end-of-trimester assessments)
Increase the English Language proficiency levels of English Language Learners	At least 75% of English Language Learners will increase by at least one ELD level as demonstrated by CELDT scores and re-designation data, indicating Growth Over Time and Absolute Performance.	Upon enrollment and annual assessment using CELDT
School and all subgroups demonstrate meaningful growth in overall academic achievement	Meet annual AYP targets, or as replaced by LAUSD Growth Over Time targets, for the school and all subgroups as set by State and Federal Government and No Child Left Behind	Annual AYP scores, or as replaced by LAUSD Growth Over Time targets
Demonstrate increasing mastery of state content standards in all core academic content areas—English-Language Arts, Mathematics, History-Social Science, and Science—based on scores including CST and Smarter Balanced assessments	Exceed an API score of 700 within our first two years of operation, grow at least 30 points per year thereafter, and meet growth targets each year for each subgroup	Annual API scores
Maintain high levels of student attendance	Average Daily Attendance greater than 93% year one, 94% year two, and 95% years three and beyond <i>The Summit Prep school year includes 185 days and runs from 7:30 a.m. to 4:00 p.m. with extended support until 5:00 PM for designated students Monday through Thursday and 7:30 a.m. to 2:00 p.m. on Fridays, far exceeding the number of instructional minutes required by Education Code § 47612.5(a)(1)(A)-(D)</i>	Monthly attendance reports
Parents will be satisfied with the academic rigor, level of structure, and communication offered by the school	Average scores of “Satisfied” or higher on the midyear and end-of-year parent satisfaction survey	Midyear and end-of-year surveys

Each year, the Summit Prep Board of Directors will approve a school accountability plan that sets goals and measures for student achievement, in order to measure the extent to which students demonstrate that they have attained the skills, knowledge, and attitudes specified in this charter petition. The Academic Accountability Committee of the Board will work closely with the Head of School to ensure that students are making progress toward all goals and will hold the Head of School accountable for student achievement. All results will be reported to the Board through an Academic Achievement Dashboard, provided as **Attachment B**. Details on the dashboard include all of the following:

- Student enrollment data
- Staffing data
- Parent engagement data
- Student recruitment data, by month
- Student enrollment and attendance, by month
- Staff attrition, by month
- Student attrition, by month
- State assessment scores
- Nationally normed assessment scores
- Interim assessment scores
- Student grade data, by trimester
- Homework completion data, by month
- Tutoring participation data, by month
- Suspension and expulsion data, by month

The Academic Achievement Dashboard is provided as part of the monthly board packet materials, and is reviewed during the monthly Board meetings held in full compliance with the Brown Act.

Summit Prep's Head of School will consult with members of the Academic Accountability Committee, teachers, other school staff, parents, and students to select effective curricula, materials, and instructional strategies. The school Academic Accountability Plan will also take into account NCLB standards. This process will use student achievement results and research-proven best practices as the basis for changes in the school's educational program, always using the California State Content Standards and the Common Core as our foundation.

Summit Prep may modify student outcome goals annually based on changes to State and/or Federal accountability goals, and as indicated by changes within LAUSD. Such changes in student outcome measures will be approved by the school's Board of Directors.

Element 3 – Method By Which Student Outcomes Will Be Measured

Assessment and the Instructional Program

The Summit Preparatory Charter School (“Summit Prep”) mission is to educate fourth through eighth grade students for success in the most selective high schools and colleges.

To achieve this mission, Summit Prep recognizes that we must regularly assess the efficacy of our instructional program on student outcomes with a variety of assessment tools. Frequent and systematic assessment will provide school leadership and teachers with essential data that will allow us to analyze our instructional program, adapt our instructional techniques, and continue to set and meet ambitious goals for student achievement. It also allows students to track and reflect on their own successes and areas for growth.

Mandated State-Wide Assessments

Summit Prep will administer all tests as required by California’s Standardized Testing and Reporting (STAR) program in each year and subject as required by the state in *California Education Code §60602.5*. These tests will demonstrate students’ mastery of grade-level content standards in each tested content area. Each year, the Head of School will manage the schoolwide assessment processes and report those results to the Board of Directors, LAUSD, parents, students, teachers, and community stakeholders. The state-wide testing program will include:

Figure 3.1: Mandated Assessments

Program Component	Assessment Type	Purpose	Grade(s) Tested
Smarter Balanced Assessment Consortium (SBAC) ⁸⁶	<ul style="list-style-type: none"> Multiple choice and performance items Computer adaptive Common Core-aligned 	<ul style="list-style-type: none"> Measure proficiency with state content standards in English Language Arts and Mathematics 	<ul style="list-style-type: none"> 4 to 8
California Standards Test (CST)	<ul style="list-style-type: none"> Multiple choice Standards based 	<ul style="list-style-type: none"> Measure proficiency with state content standards in 	<ul style="list-style-type: none"> Science: 5 and 8⁸⁷ History/Social Studies: 8⁸⁸

⁸⁶ California currently administers the California Standards Test (CST) in English-Language Arts and Mathematics. However, the state is currently piloting and will fully adopt the Smarter Balanced Assessment, one of two multistate consortia awarded funding from the U.S. Department of Education, for ELA and math in 2014 (<http://www.cde.ca.gov/ta/tg/sa/smarterbalanced.asp>).

⁸⁷ It is likely that the Smarter Balanced Assessment will eventually include science items; however, SBAC does not include science assessments in its 2014-2015 implementation plan. We will adjust accordingly based on the SBAC rollout.

⁸⁸ The grade eight history/social science test addresses standards from grades 6, 7, and 8.

Program Component	Assessment Type	Purpose	Grade(s) Tested
		Science and History/Social Studies	
California English Language Development Test (CELDT)	<ul style="list-style-type: none"> Multiple choice and performance items Standards based 	<ul style="list-style-type: none"> Measure proficiency of English Languages Learners and reclassify if appropriate 	<ul style="list-style-type: none"> All – based on student’s previous ELD level Repeated annually until student is reclassified
California Alternate Performance Assessment (CAPA)	<ul style="list-style-type: none"> Performance items Standards based 	<ul style="list-style-type: none"> Measure achievement in ELA and Math 	<ul style="list-style-type: none"> Available grades 4 and 5; determined by IEP
California Modified Assessment (CMA)	<ul style="list-style-type: none"> Multiple choice Standards based 	<ul style="list-style-type: none"> Measure achievement in ELA, Math, and Science 	<ul style="list-style-type: none"> Available grades 4 to 8; determined by IEP
Standards-Based Tests in Spanish (STS) ⁸⁹	<ul style="list-style-type: none"> Multiple choice Standards based 	<ul style="list-style-type: none"> Measure achievement in ELA and Math; administered to students whose primary language is Spanish and who have been enrolled in a school in the United States for less than 12 cumulative months 	<ul style="list-style-type: none"> 4 to 7 8: Algebra
Physical Fitness Testing (PFT)/Fitnessgram ⁹⁰	<ul style="list-style-type: none"> Performance assessment Criterion-referenced assessment 	<ul style="list-style-type: none"> Measure physical fitness against six key fitness areas 	<ul style="list-style-type: none"> 5 and 7

⁸⁹ Students who take the STS are also required to take the CST and/or CMA appropriate for their grade level. More information on the STS can be found through the California Department of Education’s STAR program: <http://www.startest.org/sts.html>.

⁹⁰ More information on the Fitnessgram can be found through the California Department of Education: <http://www.cde.ca.gov/ta/tg/pf/cefpt.asp>.

As described in **Element Two**, the California Standards Tests (CSTs) and the assessments included in the SBAC will allow us to determine if students have met Summit Prep’s proficiency goals and Growth Over Time goals as adopted and required by LAUSD. Summit Prep will use the CELDT test to measure the proficiency of English Language Learners in order to provide appropriate support and re-classify students as appropriate.

State-Required Testing

Summit Prep agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If Summit Prep does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 Progress Reporting

The State and District will also measure our success using the Accountability Progress Reporting (APR) system outlined below:

Figure 3.2: APR Measures

State Measure	Description
Academic Progress Index (API) Score	API is a state accountability measure required under the Public Schools Accountability Act. API is reported as a single number between 200 and 1000 that indicates how well a school performed academically in the previous year.
API State Ranking	API is also reported as a decile rank score between 1 and 10. This score is reported as two numbers—an overall statewide rank and a rank against similar schools.
Adequate Yearly Progress (AYP)	AYP is a requirement under the Federal No Child Left Behind (NCLB) legislation. Under NCLB criteria, schools must meet or exceed annual criteria for improvement. AYP targets include particular emphasis on the performance of subgroups of students, based on criteria such as race/ethnicity, ELL level, socioeconomic disadvantage, and special needs.

Additional Methods of Assessment

We believe in the value of standardized test data. We likewise recognize that no single assessment provides a comprehensive picture of student progress. We target a high poverty, high minority, and

high ELL community in zip codes 90011, 90037, and 90058, as outlined in further detail on pages 119 of **Element 8**. Common among all 90/90/90 schools – those in which more than 90 percent of students are eligible for free and reduced lunch, more than 90 percent are from ethnic minorities, and more than 90 percent met or achieved high academic standards – is the “frequent assessment of student progress and multiple opportunities for improvement.”⁹¹

We will assess regularly and purposefully in a number of ways in order to determine our students’ strengths and weaknesses and make informed instructional decisions (how most effectively to teach the content and skill), curricular decisions (what most effectively allows us to teach the content and skill), professional development decisions (what our teachers need in training to more effectively impact student outcomes) and differentiation decisions (what additional or varied supports and approaches our students need for success).

Interim benchmark tests, administered approximately every 6 weeks, will be created in-house, and will be composed through examining California State Standards, the Common Core Frameworks, California’s released test questions, Common Core sample assessments, grade-level standards as outlined within the school’s instructional scope and sequence, reading inventories and comprehension assessments, nationally-vetted writing assessments, and other relevant and exemplary assessments as appropriate. In grades seven and eight, those sample assessments will include the Independent School Entry Exam (ISEE), the SSAT, and the High School Placement Test (HSPT). These assessments are criterion-based (state assessments), nationally normed (national assessments) and value-added (independent exams) and include the following:

Figure 3.3: Assessments, Data, and Timelines

Assessment	Content Area	Purpose(s)/Use(s) of Data	Timeline
Nationally Norm-Referenced Tests			
Terra Nova	Reading: comprehension and vocabulary	Measures Growth Over Time or longitudinal growth for cohorts of students over multiple years	For all students new to the school during summer orientation at the conclusion of each school year, grades 4-8
	Language arts	Compares Growth Over Time to national norms and thus to growth of a national cohort	
Math			
In-House Diagnostic and Interim Assessments			
Internally-created, standards-based assessments	Language Arts	Gathers baseline achievement data on state standards in core content areas	Start of school year for ELA and math
	Math		Every six weeks thereafter for all content areas, grades
	Science	Measures progress in core	

⁹¹ Research conducted at the Center for Performance Assessment, based on data collected from over 130,000 students in 228 schools over the course of four years (1995-1998).

	History/ Social Science	content areas between annual standardized tests Allows us to revise ways standards are taught, assessed, and re-taught throughout year	4-8
Published Assessment Tools			
San Diego Quick Assessment of Reading Ability	Reading: decoding	Determines annual baseline for battery of literacy skills Data used to group students for targeted small group instruction Monitors individual student growth over years Identifies school-wide strengths and weaknesses in our literacy program	At beginning and end of each school year, grades 4-6 Similar tests may be used throughout year to monitor progress, particularly for those students performing below grade-level in reading
McLeod Assessment of Reading Comprehension	Reading: comprehension		
Fry Oral Reading Test	Reading: fluency		
Critchlow Verbal Language Scale	Reading: vocabulary		
Words Their Way Qualitative Spelling Inventory	Spelling		
Six Plus One Traits Writing Rubrics	Writing	Evaluates student writing based on characteristics of strong composition Monitors individual student growth over years	For each major writing assignment in all content areas, grades 4-8 Every four to eight weeks
Textbook publisher-created quizzes, chapter and unit tests	Math Science History/ Social Science	Measures student mastery of standards learned Resulting data used to target skills and students for small group instruction	Every two to four weeks
Timed math drills (increasing in difficulty for grades four through algebra)	Math	Determines annual baseline for mastery of grade-level appropriate math facts/mental calculations Monitors growth over the year	Weekly until students Consistently demonstrate mastery of all time-tested skills

		Data used to group students for targeted small group instruction	
Accelerated Reader	Independent reading	Monitors comprehension of books read independently Track level and quantity of books read Data used to measure students effort and growth over time	Varies, based on book length and individual student ⁹²
Teacher-Created, Standards-Based Assessments			
Do Now	All	Used to check for understanding on daily basis Used to make immediate instructional adjustments to remediate any deficits prior to more formal assessments	Daily
Homework			
Exit tickets			
Projects/major writing assignments	All	Used to track student mastery of grade-level standards	At least once per trimester
Vocabulary tests	All		At least every two weeks
Standards-based quizzes and tests (including chapter and/or unit tests)	All	Used to group students for targeted small group instruction	At least every two weeks
Cumulative midterm and final exams	All		Comprises bulk of student's grade and also factor in promotion
Final project and/or performances	Arts	Evaluates and monitors student mastery of visual and performing arts standards, using standards-based rubrics for each grade	Every six weeks (at the end of each unit of study)

⁹² Students take individual Accelerated Reader quizzes after completing an independent reading book. While the quizzes themselves typically take no more than ten minutes, the frequency with which students take quizzes will vary; for example, a struggling reader might read two picture books per day while building his reading skills, while a student reading on grade level might complete *Harry Potter and the Sorcerer's Stone* in a week.

Data Analysis and Data-Driven Instruction

Data is irrelevant without critical analysis. As Paul Bambrick-Santoyo writes in *Driven by Data*, “effective data-driven instruction is almost always premised by...assessment, analysis, action, and culture.”⁹³ After the assessments detailed above, data will be collected and shared with teachers for rigorous analysis.

Diagnostic assessments, detailed above and including the TerraNova and a battery of reading comprehension assessments, will be administered at the start of each school year, as well as during the school year, as needed, for students entering off the waiting list. These results will determine a baseline for students in English Language Arts and math. Assessments will be administered by teachers, and data will be entered into a schoolwide database by the Office Manager. The Head of School will review the data. These data points will then help teachers plan daily, unit, and yearlong plans, and will further inform their differentiation and small group instruction.

Interim assessments will be administered in the middle and at the end of each trimester, and six schoolwide “data days” are set aside to allow teachers and school leaders to meet and closely analyze the data. (These dates can be found on the Summit Prep calendar in **Element 1**.) These days, eight (8) hours each session, provide 48 annual hours of data analysis training and professional development. This analysis will inform a variety of school-based decisions:

- Instructional decisions (how to teach) – for example, using data to determine the efficacy of small group versus whole group instruction, and planning accordingly.
- Curricular decisions (what to teach) – for example, reteaching and reordering objectives in an upcoming unit to better meet students’ needs based on scores from interim assessments.
- Professional development decisions (how to support teachers) – for example, teaching staff how to create both homogeneous and heterogeneous small groups based on students’ assessment scores.
- Differentiation decisions (how to support students) – for example, determining which students are to be assigned to Tutoring Plus for an upcoming six-week period based on interim assessment scores.

Specifically, data allows us to strategically create both class-wide and individual action plans to address areas of strength and weakness on an ongoing basis. These plans will identify:

- Skills and concepts to be retaught to the entire class
- Skills and concepts to be retaught to small groups during class
- Skills and concepts to be retaught to individual students
- Adjustment to existing small groups for reading and math instruction
- Students in need of intense remediation who are therefore assigned to Tutoring Plus (our extended day tutoring program as outlined in the school’s daily schedule in **Element 1**) for the next marking period

⁹³ Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2010.

- Opportunities for teachers to strengthen instructional techniques during professional development

Teacher-created assessments as described above will inform daily and weekly lesson planning. Teachers will meet in content-area and grade-level teams at least twice weekly to review data generated from daily student work: Do Nows, Homework, Exit Tickets, and Quizzes. These meetings will take place during the school day and after school, and will be guided by the Head of School. This data analysis will help ensure that all students are progressing toward mastery, and will allow teachers to make adjustments to instructional plans and delivery to address specific students' needs.

Grading Policy

The grading policy is based on demonstration of mastery of the California Content Standards. Grades will include student performance on in-class work, homework, assessment, and other components as applicable to each content area. For more information on our grading policy, please see **Element 1**.

Element 4 - Governance

Charter Status _____

Summit Preparatory Charter School (“Summit Prep”) seeks to be an independent charter.

Process for Amendment to the Charter _____

Summit Prep will comply with current LAUSD policy for amendments to the charter petition.

Evidence of the School as a Non-Profit Public Benefit Corporation and Bylaws _____

Summit Prep has applied for status as, and will function according to all legal and ethical standards related to, a non-profit public benefit corporation. A copy of our approved Articles of Incorporation and proposed bylaws are included in **Tabs 7** and **8**, respectively.

Governance Structure _____

Summit Prep will be governed by a Board of Directors that will maintain active and effective governance of the school. The Board will hold the school to its mission, ensure that it remains true to the terms of the charter, and oversee financial viability, regulatory compliance, and organizational health over time. The Board will establish and approve policies that oversee the execution of all management responsibilities, including but not limited to, fiscal, personnel, and student policies.

The Board will set compensation for, hire, support, and evaluate the Head of School, and will delegate all day-to-day management decisions to the Head of School. The Head of School will report to the Board and will hire, support, and evaluate all school staff, oversee the instructional program, and report back through written management reports, financial dashboards, and academic dashboards provided to the Board at monthly Board meetings, publicly held in full accordance with the Brown Act. The Board will set evaluative measures in place to monitor and report on the effectiveness of the Head of School in this capacity, will provide an annual written evaluation to the Head of School, and will maintain this evaluation as part of the personnel file for the Head of School.

The Board will consist of 7 to 15 Directors, will maintain an odd number of members for voting purposes, will function in accordance with its Bylaws provided in **Tab 8**; will include elected officers of Chair, Vice Chair, Secretary, and Treasurer; and will utilize the committee structure outlined on pages 92 of this element section.

The Board of Directors will include four elected positions to meet specific organizational needs:

The **Chair of the Board of Directors** leads the Board of Summit Prep. Responsibilities include:

- Presiding over all meetings of the Board of Directors and other meetings as required.
- Coordinating with the Head of School, other board officers, and committee chairs to develop the agendas for board meetings.
- Disseminating important information to the other members of the Board.
- Reviewing organizational efficacy and setting organizational priorities for future development.
- Appointing committee chairs.
- Monitoring the effectiveness of the Board's governing processes and addressing deficits of Board operations.

The **Vice-Chair** serves in the capacity of the Chair in the event the Chair is absent.

The **Treasurer** is entrusted with financial responsibilities of the Board. Responsibilities include:

- Serving as the chair of the Finance Committee.
- Ensuring that Summit Prep complies with district, state, federal, and other statutory reporting requirements.
- Working with the Board Chair and the Head of School to ensure financial records are current and accurate.
- Participating in the preparation of the annual budget.
- Working with the school's administration to ensure that complete financial records are available if requested by auditors, the district, or other entitled parties.
- Reviewing monthly financial statements prepared by the school's administration.
- Ensuring that required financial reports are prepared accurately and in a timely manner.
- Reporting to the full Board regularly to ensure that the Board fully understands the financial health of the organization.

The **Secretary** is the chief record keeper for the Board. Responsibilities include:

- Certifying and keeping both a hard copy and an electronic copy of the bylaws as amended or otherwise altered to date.
- Recording official minutes of all meetings. Minutes shall record the location, start and end time of the meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof.
- Keeping copies of agendas and minutes of all meetings and committees and ensuring these documents are available at the school's main office.
- Ensuring that all notices are duly given as described in the bylaws or as required by law.
- Performing other duties incident to the office of Secretary.
- Maintaining Board records, including agendas and minutes, per the provisions of the Brown Act.

As set forth in the bylaws, the Board of Directors will meet on a monthly basis at least ten times per year, in full accordance with the Brown Act.

The selection of inaugural slate of Founding Board members was initiated by Arianna Haut, Summit Prep’s Lead Founder, proposed Head of School, and contact person for the purposes of this petition. Ms. Haut is an experienced public educator, with successes leading both students and adults. She began her career in the classroom as a Teach For America corps member in the St. Louis Public Schools, where she taught English Language Arts at Roosevelt High School for three years. At Roosevelt, Ms. Haut coached colleagues as a Mentor Teacher, spearheaded both a daily professional growth block and the school’s Governance Team, and introduced CollegeSummit and Advanced Placement English Literature to the school’s curriculum. She was honored by her colleagues and students at Roosevelt as Teacher of the Year in 2006. After leaving the classroom, Ms. Haut spent six years leading teacher training and development, including providing educational leadership as a Curriculum Specialist during four summers training novice Teach For America Corps Members. Ms. Haut most recently served as the National Director of Instruction for Revolution Prep, an educational services and software company headquartered in Los Angeles. Ms. Haut has matriculated into a yearlong Fellowship with Building Excellent Schools, a nationally recognized charter development organization. Building Excellent Schools has trained and supported the design, founding, leadership development, and support for five charter schools in Los Angeles, including two California Distinguished Schools, Endeavor College Preparatory and Valor Academy, along with Equitas Academy, Futuro Preparatory, and Crown Preparatory Charter Schools. Ms. Haut has worked closely with Endeavor College Preparatory and its leader Michelle Jasso during the planning stages of this application. Through the BES Fellowship, Ms. Haut is studying the design and operations of dozens of the nation’s top-performing charter schools to inform and strengthen the application for Summit Prep. A complete resume for Ms. Haut can be found in **Tab 15**.

Each member of the Founding Board was selected for his/her involvement in the community, dedication to education and student achievement, professional skill sets that contribute to sound governance and oversight of a public charter school, and adherence to Summit Prep’s mission and vision.

Collectively, this committed group of individuals has the skills and experiences necessary to guide Summit Prep to fiscal and academic health. Some members of the Founding Board have served as teachers in Los Angeles schools. Many are Los Angeles natives, and all have lived and worked in the city for several years. The Founding Board’s diverse expertise in a number of fields – education, community development, finance, law, non-profit organizations, and consulting for business and organizational development – will allow it to provide strong governance and oversight of Summit Prep. For more detail on each member, please see brief biographies on pages 93-95 of this document and all resumes in **Tab 15**.

Each member of the Founding Board is dedicated to the success of Summit Prep and its students. In addition to informing the school design through their individual areas of expertise, each member has been intentional about deepening his or her knowledge of all aspects of high-performing charter schools through individual study, research, and learning from colleagues, as well as their legal and regulatory responsibilities overseeing a public charter school. If chartered, it is anticipated that all Founding Board members will transition to the Board of Directors.

Selection of additional board members post-authorization will be the responsibility of the full Board. A stable, dedicated Board is essential for Summit Prep's success, and we are committed to a careful screening process in order to ensure additional Board members share the same core beliefs and values for student achievement. The Governance Committee will present board candidates to the Board, and the Board as a body considers and votes on the candidate within a public meeting. Details of that process are outlined below.

The Governance Committee will implement the following process for adding members to the Board:

- Each spring (or as needed due to unplanned vacancies), the Governance Committee will identify existing vacancies, members whose terms are about to expire, and the skills, expertise, and other qualifications necessary to complete the Board.
 - Any member of the Board may identify potential members and submit a resume to the Governance Committee for review.
- The Governance Committee will review resumes of, have conversations with, discuss, and rank all prospective candidates.
- The Governance Committee will recommend candidates to the Board and bring the nomination to the Board for a vote at the next Board meeting.
- The Board will review the candidate's resume(s) and vote to approve new members.
- As outlined in the Bylaws, it requires a majority vote, with a quorum present, to approve a new member.

In anticipation of the eventual transition from founding to governing responsibilities, the Founding Board participated in a day-long retreat on February 22, 2013, led by national governance experts from Building Excellent Schools. Comprehensive training included focus on the distinction between governance and management, the structure and make-up of board committees, and the roles and responsibilities of board members. Upon authorization, the Board will hold an Organizational Meeting, during which it will elect officers, hire the school leader and establish committees and their membership. During an additional day of strategic planning, the Board will prioritize committee work and goals. The Lead Founder will receive training on the Brown Act on April 24, 2013, hosted by the California Charter Schools Association in partnership with Procopio and Young, Minney, and Corr, LLP.

Agendas for regular monthly meetings will be published in advance and distributed to each member of the Board of Directors; agendas will also be posted near the school office and on the school website for public viewing at least 72 hours in advance of the meeting. Agendas will be signed and dated by the Head of School before posting to comply with Brown Act regulations (*California Government Section 54950-54963*).

Agendas for special meeting will be published and distributed to each member of the Board of Directors at least 24 hours in advance of the meeting.

Agendas for emergency meetings (called only in case of an event that impairs public health, safety, or both) will be posted and distributed to each member of the Board of Directors at least one hour

before the meeting.

The Secretary of the Board of Directors will record minutes during each meeting. These minutes will be available at the school’s office and on the website within five business days of the meeting’s occurrence.

In order to comply with LAUSD regulations, the school will maintain copies of all board agendas, minutes, and handouts. Board agendas and minutes will be posted in a “Board” section of the school’s website, and hard copies of agendas, minutes, and handouts will be maintained in a binder for each academic year.

Organizational Structure ---

The leadership and organizational structure of Summit Prep is designed to ensure that the school is devoting the appropriate resources to meeting its mission of providing a college preparatory education for all students. During its first year of operation (2014-2015), Summit Prep will feature a fairly lean administrative structure. Although due in part to budget realities, this organization will allow Summit Prep’s leadership to establish strong working relationships; hone student and adult culture; facilitate exemplary communication; and focus on the mission of student achievement.

In the first two years of operation, the Head of School will manage the Office Manager and the Student Services Coordinator. In Year 3, a Director of Curriculum and Instruction will join the team; in Year 4, Summit Prep will add a Dean of Students.

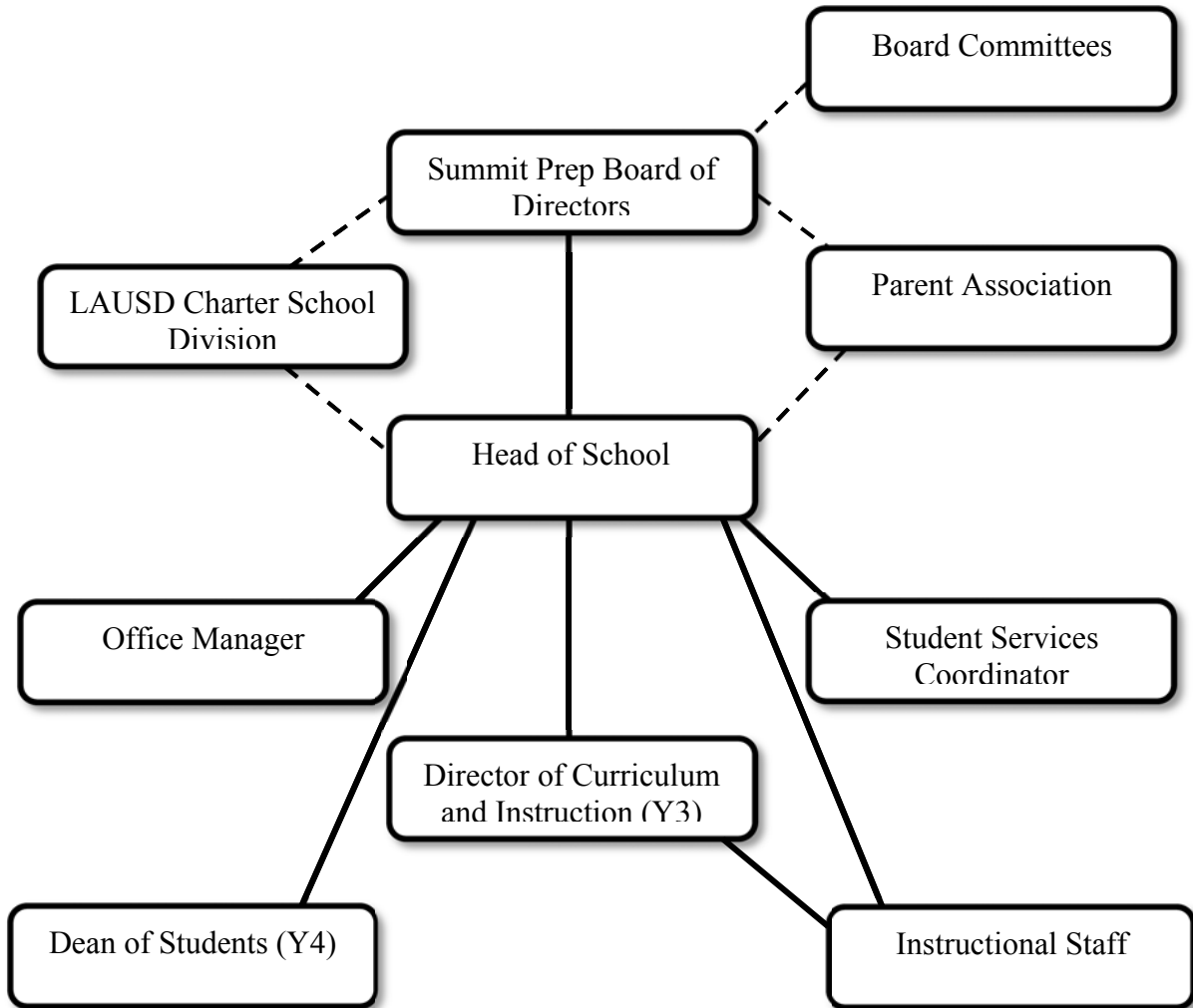
Back office financial support will be provided by ExED, a non-profit provider of charter school business management services working successfully to support the financial health, regulatory compliance, and fiscal accountability for 15 years in Southern California.⁹⁴ ExED has worked with over 100 charter schools throughout Southern California – specifically those focused on increasing student achievement in low-income neighborhoods.⁹⁵

The organizational chart that follows lays out these roles, responsibilities, and timelines. Teachers will be managed by the Head of School in Years 1 and 2; the Director of Curriculum and Instruction will assume their management in Year 3, with continued oversight from the Head of School. As new roles are added, the Head of School will continue to oversee and evaluate those positions. Black lines represent a reporting and evaluative relationship, while dotted lines indicate collaboration and cooperation.

⁹⁴ www.exed.net. For a summary of ExED’s financial services, please see **Attachment C**.

⁹⁵ Current ExED clients include Camino Nuevo Charter Academies, El Camino Real High School, and the Watts Learning Center.

Figure 4.1: Summit Prep Organizational Chart



Board Committees

The Summit Prep Board of Directors will include five initial committees, detailed below:

- The **Governance Committee** will be responsible for ensuring the Board’s compliance with all rules and regulations, and for maintaining and developing a healthy Board membership.
- The **Finance Committee** will be responsible for providing financial oversight of Summit Prep and ensuring that the school can provide for its educational and support programs in a fiscally responsible way.
- The **Development Committee** will be responsible for building community support and ensuring that Summit Prep attracts the necessary financial resources to remain viable.
- The **Facilities Committee** will be dedicated to identifying and acquiring Summit Prep’s initial facility, as well as determining short-term and long-term plans for acquiring a permanent facility as the school reaches capacity.
- The **Academic Achievement Committee** will be responsible for working with Summit Prep’s Head of School to analyze academic progress and ensure that the school is meeting the stated academic accountability goals of its charter application, as well as any additional measures of academic success that the board and school leadership establish and deem appropriate.

Individuals Committed to Serving on the Board of Directors of Summit Prep⁹⁶

Lead Petitioner Arianna Haut began recruiting Founding Board members in the fall of 2012. Meetings of initial Board members began in October, 2012, and a full complement of the Board has been meeting since December of that year. Members have been fulfilling their duties to Summit Prep through monthly board meetings,⁹⁷ ongoing community outreach efforts,⁹⁸ reviewing all components of the charter application, and a variety of other school development tasks, based on each member’s relevant expertise. The Founding Board of Summit Prep has been trained to provide active and effective oversight of the school by charter school and governance experts from Building Excellent Schools.

Upon approval, members of the Founding Board will transition to the governing Board of Directors. We intend that the Lead Founder and Petitioner, Arianna Haut, will serve as the Founding Head of School, and that, at the time of charter authorization, the Board of Directors will hold an official vote to approve the hiring of the Head of School and will approve the inaugural slate of officers, to include Chair, Vice Chair, Secretary and Treasurer.

The Founding Board is made up community members with a wide range of areas of professional experience and expertise, all of which lend support to the development of Summit Prep, including education, law, finance, development, non-profit management, strategic planning, and community development and community outreach.

⁹⁶ Resumes and questionnaires for all Board Members may be found in **Tab 15**.

⁹⁷ Agendas of monthly board meetings, and Summit Prep’s inaugural board retreat, can be found in **Appendix D**.

⁹⁸ A more complete description of planned community outreach activities can be found in **Element 7**.

Sanaea Daruwalla, a Los Angeles native, brings legal expertise and community outreach experience to the Board. In addition to her work as an attorney in Business and Family Law Litigation at Phillips Jessner LLP, Ms. Daruwalla is a committed activist within Los Angeles. She volunteers with School on Wheels, which provides tutoring services to homeless children in the city; she is the Community Service Coordinator for C.L.I.M.B, a local non-profit dedicated to education services; and she founded A Few Good Women, an organization committed to providing young professionals with volunteer opportunities across Los Angeles. Ms. Daruwalla earned a Bachelor's Degree from UCLA and Juris Doctorate from New York University.

As outlined above, **Arianna Haut** is an experienced public educator, with successes leading both students and adults. She began her career in the classroom as a Teach For America corps member in the St. Louis Public Schools, where she taught English Language Arts at Roosevelt High School for three years. After leaving the classroom, Ms. Haut spent six years leading teacher training and development, including providing educational leadership as a Curriculum Specialist during four summers training novice Teach For America Corps Members. Ms. Haut most recently served as the National Director of Instruction for Revolution Prep, an educational services and software company headquartered in Los Angeles. Ms. Haut has matriculated into a yearlong Fellowship with Building Excellent Schools, a nationally recognized charter development organization. Through the BES Fellowship, Ms. Haut is studying the design and operations of dozens of the nation's top-performing charter schools to inform and strengthen the application for Summit Prep.

Gretchen Humbert brings over 20 years of experience in strategic planning and financial operations to Summit Prep's Founding Board. She currently serves as the Chief Financial Officer for rent.com, where she leads the financial, accounting, and customer services divisions. Ms. Humbert previously served as the Chief Financial Officer of Genex, Inc., where she increased their operating margin from 3% to 20%. Ms. Humbert is a graduate of the University of California Berkeley, where she earned a Bachelor's Degree in economics, and the Anderson Graduate School of Management at UCLA, where she earned an MBA with a concentration in Finance/Entertainment Management.

Natasha L. Johnson, a Los Angeles resident for over seven years, brings legal expertise to the Summit Prep Board. Ms. Johnson began her legal career with DLA Piper, and transitioned to Sidley Austin LLP, where she practices in the firm's corporate group. In addition to her work in business and commercial transactions, Ms. Johnson represents, in a pro bono context, six national shea associations⁹⁹ in an effort to improve the well-being and income of small-scale shea producers¹⁰⁰ in Africa. Ms. Johnson earned a Bachelor's Degree from Kansas State University and a Juris Doctorate from the University of Southern California.

Edward T. Lin, a Los Angeles native, provides legal expertise and fund development experience to the Board. After a 15-year career as healthcare litigator and business attorney, Mr. Lin transitioned into non-profit management and development, with a focus on serving children in need. Previously

⁹⁹ Shea is a staple tree and nut indigenous to Africa, critical to local economic development.

¹⁰⁰ Ibid.

with A Place Called Home, the Michael Hoefflin Foundation for Children’s Cancer, and Harmony Project, he now is Director of Major Gifts for the Santa Monica-Malibu Education Foundation, securing high-end financial support for 16 campuses. Mr. Lin has worked on annual fund campaigns for the Wildwood and Windward Schools, has written grant proposals for Westwood Charter School, and has provided pro bono fundraising assistance to the Center for Lifelong Learners. Mr. Lin earned a Bachelor’s Degree from UCLA and Juris Doctorate from Loyola Law School.

Jasmine Pachnanda brings experience in education and consulting to the Summit Prep Founding Board. Ms. Pachnanda currently serves as the Director of Network Services for the Broad Center where she is responsible for activating the impact of the Broad Center network through projects such as: leading affinity groups on current education topics; launching an online knowledge management system; and developing working sessions for newly appointed superintendents. She worked as an economic consultant with Arthur Andersen and Fulcrum Financial before returning to consulting with the Boston Consulting Group, where she worked on projects related to domestic and international educational systems. A graduate of UCLA, Ms. Pachnanda earned her MBA from the Wharton School at the University of Pennsylvania.

Anthony Pennay provides background in education and organizational leadership. He combines passion for education and democracy in his role as Director of The Walter and Leonore Annenberg Presidential Learning Center at Ronald Reagan Presidential Library Foundation, an organization “committed to engaging the future leaders of America in the study of our nation’s democratic processes with the aim of developing proactive informed, educated, and conscientious citizens and leaders,”¹⁰¹ Mr. Pennay began his career with Teach For America Los Angeles, and completed his service in the Pasadena Unified School District. After graduate studies, he returned to the local area to teach, at the Summer Institute for the Gifted and Sinai Akiba Academy, where he was promoted to Director of Curriculum. A graduate of Claremont McKenna College, Mr. Pennay earned a Master’s Degree from the University of Hawaii.

Reid Phillips brings business, finance and education experience to the Summit Prep Board. Mr. Phillips currently is a Manager, Content Planning and Analysis with Netflix, Inc., where he is responsible for supporting Netflix’s content acquisition strategy in the U.S. and Canada. Prior to joining Netflix, he worked as a management consultant for the Boston Consulting Group (BCG), focusing on technology and media, and had the opportunity to serve as a consultant to the Bill & Melinda Gates Foundation, analyzing best practices for the evaluation and development of school leaders for The College Ready Promise in Los Angeles. Prior to BCG, Mr. Phillips completed a commitment through Teach For America as seventh grade math teacher in Los Angeles Unified School District, at South Gate Middle School, and an investment banker with Rothschild in New York before that. He earned an MBA from Northwestern University’s Kellogg School of Management and a Bachelor of Arts in Economics from Williams College.

Jimar Wilson, a native of South Los Angeles, serves as Vice President at Boston Private Bank & Trust Company, focusing specifically on community investment. Mr. Wilson is responsible for the

¹⁰¹ <http://www.reaganfoundation.org/sm.aspx?p=GI500041ANB>.

bank's Community Reinvestment Act initiatives in the greater Los Angeles area which include commercial, home mortgage and small business lending as well as philanthropy, volunteerism and financial literacy initiatives. Previously, he worked as a project manager and housing director for the West Angeles Community Development Corporation where he managed affordable housing development activities and homeownership education programs. Mr. Wilson earned a Bachelor of Arts at the University of California, Berkeley and a Master in City Planning from MIT.

Parental Involvement in Governance

As noted in the organizational chart provided on page 91 of this Element section, parents provide critical input to the Board and to the school's management. While a seat will not be reserved on the Board for a parent representative, it is essential that parents and families are involved and invested in the success and growth of the school, and that their input is noted by the Head of School and the Board of Directors from the broadest family involvement possible.

Strategies for gathering familial input include:

- Creation of a Summit Prep Parent and Family Association with advisory input to the Board of Directors and Head of School
- Invitations to parents and families to attend regular Board meetings
- Posting of Board agendas in a standardized location within the school and on Summit Prep's website
- Posting of Board minutes in a standardized location within the school and on website
- Mid-Year and End-of Year Family Satisfaction Surveys¹⁰²
- End-of-Year Family Satisfaction Survey
- Monthly *cafecitos*, informal parent meetings, with members of school leadership¹⁰³

Legal Assurances

Summit Prep and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

Summit Prep will comply with all elements of the Brown Act.

Members of Summit Prep's executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity

¹⁰² A proposed version of this survey can be found in **Attachment E**.

¹⁰³ *Cafecitos* have become an integral part of school and family culture at several high-performing Los Angeles charter schools, including Equitas Academy, Futuro College Preparatory, and Endeavor College Preparatory Charter Schools. Equitas and Futuro each boast high API scores, and Endeavor was named a California Distinguished School in 2012. For more information, please see www.equitasacademy.org, www.futuroprep.org, and www.endeavorcollegeprep.org respectively.

standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Grievance Procedure for Parents and Students _____

Summit Prep 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 Summit Prep alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Summit Prep will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Summit Prep 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.

Summit Prep 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 _____

Summit Prep 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 _____

Summit Prep 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. Summit Prep 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 Summit Prep's 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 Summit Prep.

Element 5 – Employee Qualifications

Summit Preparatory Charter School (“Summit Prep”) believes that excellent teaching leads to exemplary student results, and will employ a group of professionals passionate about educating all students and dedicated to fulfilling our college preparatory mission. It will be our top priority to recruit, select, hire, train, support, develop, and retain the best teachers, administrators, and support staff possible.

Legal Assurances

Summit Prep believes that all persons are entitled to equal employment opportunity. Summit Prep shall not discriminate against qualified applicants or employees on the basis of race, color, religion, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, or any other basis protected by federal, state, or local law, ordinance, or regulation. 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.

No Child Left Behind

Summit Prep agrees to comply with the provisions of the No Child Left Behind Act as they apply to highly qualified certificated personnel and paraprofessional employees of charter schools.

Credentials

Summit Prep will conform to the legal requirement that all teachers will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in any other public school would be required to hold.

Employee Records

Summit Prep will comply with all State and Federal laws concerning the maintenance and disclosure of employee records.

Copies of each teacher’s credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually.

Background Checks

Summit Prep will comply with *California Education Code 44237* and *45125l.1* regarding the requirement to obtain fingerprints and background clearance for all employees. Prior to the first day of work with any students, Summit Prep will process all background checks through LiveScan, administered through the United States Department of Justice.

In addition, all employees must provide:

- Up-to-date medical clearance of communicable disease and a negative Mantoux Tuberculosis (TB) test
- A full disclosure statement regarding prior criminal record
- Documents establishing legal employment status
- Contact information for at least two (2) professional and one (1) personal reference

Employee Welfare and Safety

Summit Prep believes that all employees deserve a safe work environment and will comply with all Local, State, Federal, and relevant District policies concerning employee welfare, health, and safety issues. These include, but are not limited to, the requirement for a drug- and tobacco-free workplace.

Terms and Conditions of Employment

All employees of Summit Prep will be at-will employees. The terms and conditions of employment and employees' at-will status will be reviewed in detail during the interview and hiring process and reiterated in any offer of employment and contract.¹⁰⁴

Staff Selection

Summit Prep will engage in a rigorous screening process to ensure staff selection of the highest quality.

The Board of Summit Prep will hire the Head of School. The Board will use a job description, provided within this Element, and will set and conduct the compensation and evaluation process for the Head of School. All other hiring and staffing decisions will be made by the Head of School. All job descriptions are provided within this Element.

Our selection process will typically include the following steps:

1. Development of thorough job descriptions and qualifications
2. Posting of job openings on relevant career sites and participation in career fairs and events
3. Receipt of a resume, cover letter, and short essay responses
4. Short introductory interview (in-person or by phone)
5. Sample teaching lesson,¹⁰⁵ followed by debrief and reteach, if feasible
6. Extensive interview with multiple members of the school's existing staff
7. Verification of credential and previous employment, State and Federal criminal background checks, securing of transcripts, and professional and personal reference checks of strong

¹⁰⁴ Employment terms and conditions are also outlined in the Staff Handbook, included as **Attachment I**.

¹⁰⁵ For those candidates applying for a non-teaching position, we will provide proxy tasks to evaluate ability to fulfill the job requirements.

candidates

8. Offers of employment to the strongest candidates

Selection procedures shall not discriminate on the basis of race, color, religion, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical or mental disability, medical condition, status as Vietnam-era veteran or special disabled veteran, or any other basis protected by federal, state, or local law, ordinance, or regulation.

General Qualifications

All members of the Summit Prep faculty and staff must possess a firm belief in and adherence to our college preparatory mission. All faculty and staff must also possess exemplary personal character, essential professional qualifications, and the utmost professionalism in all school-related activities. Regardless of their position, all candidates for employment at Summit Prep will consistently demonstrate:

- An unwavering belief in Summit Prep’s college preparatory mission and vision
- Embodiment of PRIDE values: Preparation, Respect, Integrity, Determination, Enthusiasm
- Ability to prioritize and manage multiple tasks
- Ability to effectively handle challenging situations with students, parents, and faculty
- Desire to work as a member of a collaborative team
- Willingness to have frequent and honest conversations about job performance
- Value of continual learning by engaging in individual and team professional development
- Commitment to excellence and high standards for themselves, students, and colleagues
- Experience working with urban student populations
- Strong oral and written communication skills
- Use of data to inform decisions and drive continuous improvement
- Facility with basic Microsoft Office applications
- Regular, punctual attendance and professional appearance
- Appropriate California credentials and qualifications as required by No Child Left Behind

Teacher Credentials Assurance

Summit Prep will maintain current copies of all teacher credentials and they will be readily available for inspection. The Head of School will verify the accuracy of all teacher credentials.

Job Descriptions

Job descriptions, which outline the key positions at the school, including their qualifications and responsibilities, can be found in **Attachment F**. Job descriptions will be revised as necessary to reflect the needs of the school.

Staff Compensation and Benefits

The Head of School of Summit Prep, in consultation with the Board of Directors, will develop a salary schedule for the school. This salary schedule will be based on, but not be limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. We will set bands within compensation, but will use a predetermined pay scale. Decisions will be informed by years of experience, measurable results, and other factors as appropriate. Administrative and staff salaries will be set at the discretion of the Head of School, based on the candidate's experience and responsibilities. The salary of the Head of School will be set by the Board of Directors.

A comprehensive benefits package (medical, dental, and retirement) will be included as part of each full-time employee's compensation.

Teacher Recruitment

In order to select teachers with the qualifications listed above, Summit Prep will recruit qualified teachers who can successfully implement the school's mission. Teacher recruitment will begin upon authorization, with job listings posted on a variety of teacher recruiting sites, including the California Charter School Association, Teach For America, Ed-Join, Ideelist, and the Association for Supervision and Curriculum Development. In order to increase our applicant pool, we may participate in job fairs at local universities, including Occidental College, the University of Southern California, University of California Los Angeles, Pepperdine University, and Loyola Marymount University.

Teacher application and selection will be an intentionally intense and thorough process, designed to gain a deep understanding of the candidate's beliefs, competencies, and potential to work with others to create dramatic student gains. The process includes:

1. Resume, cover letter, and short essay response screenings
2. Short introductory interview (in-person or by phone) with the Head of School
3. School visit, including tour and classroom observation and debrief (not applicable for the 2014-15 school year)
4. Sample teaching lesson, followed by debrief and reteach, if feasible
5. Extensive interview with multiple members of the school's existing staff
6. Verification of credential and previous employment, State and Federal criminal background checks, and professional and personal reference checks of strong candidates
7. Offers of employment to the strongest candidates

Staff Evaluation

The Board of Summit Prep will conduct an annual, formal and written performance review of the Head of School. The review will be conducted by a sub-committee of the Board, including the Board Chair, Finance Committee Chair, and Academic Achievement Committee Chair. The Head

of School will be responsible for completing all other staff evaluations, based on an evaluation process that includes multiple measures of performance, including annual formal observations, monthly informal observations, staff self-reflection, and student achievement data.

Element 6 – Health and Safety

Overview

The health, safety, and well-being of all Summit Preparatory Charter School (“Summit Prep”) students and staff are the highest priority for the school. We will comply with all health and safety regulations that apply to every public school, charter or non-charter, including those required by CAL/OSHA, the California Health and Safety Code, and the Environmental Protection Agency.

Summit Prep will be a drug-, alcohol-, and tobacco-free workplace.

Facility

Summit Prep seeks a building in South Los Angeles, particularly in the Vermont Square, Historic South-Central, or Central-Alameda neighborhoods. While the school’s facility has yet to be secured, Summit Prep ensures that the site and facility will comply with all state and local building codes, appropriate city permits and zoning policies, the Federal American with Disabilities Act (ADA), and other applicable fire, health, and structural safety requirements. The school will maintain readily accessible records documenting all compliance on file at the main office.

On behalf of the identified site, we will secure a Certificate of Occupancy, issued by the applicable permitting agency, prior to the opening of the school.¹⁰⁶

School Safety Plan

In accordance with our prioritization of the safety and well-being for all Summit Prep staff and students, the school will develop a comprehensive safety plan and review and revise the plan as needed on an annual basis before the start of each school year and more frequently as required. School staff will be trained each year by the Head of School and the Office Manager on safety policies and procedures. If Summit Prep shares LAUSD facilities during the term of this charter, the school safety plan will be developed and shared by the Head of School and the Office Manager with the staff of the co-located school.

A draft of the complete safety plan will be submitted to the District at least 30 days prior to operation. A copy of the most recent edition will be available in the main office, the Office Manager will post a copy in each classroom before the first day of school with students, and each teacher will maintain that copy in his or her classroom throughout the school year.

¹⁰⁶ As indicated in LAUSD’s “Policy for Charter School Authorizing,” obtaining the appropriate Certificate of Occupancy (COO) is a necessary performance indicator for the charter school, and operating without one is grounds for charter revocation. The district does not dictate a timeline for obtaining or submitting this COO. The full document can be found here:

http://notebook.lausd.net/pls/ptl/docs/PAGE/CA_LAUSD/FLDR_ORGANIZATIONS/FLDR_INSTRUCTIONAL_SVCS/CHARTER_SCHOOLS_DIVISION/SCHOOL_DIRECTORY/CHARTER_SCHOOL_DISTRICT_POLICY/POLICY%20ON%20CHARTER%20SCHOOL%20AUTHORIZING%20_LAUSD_%20-%20REVISED%2002-07-12.PDF.

The school safety plan will include the following policies:

1. Staff Responsibilities

All employees are responsible for their own safety, as well as the safety of others, in the workplace. Summit Prep will rely on its employees to ensure that work areas are safe, and kept free of hazardous conditions. Employees are expected to report any unsafe conditions or potentially hazardous situations to their supervisor immediately. If an employee suspects that a concealed danger is present on Summit Prep's premises, or in a product, facility, piece of equipment, process, or business practice for which the school is responsible, that employee will immediately bring it to the attention of the Head of School or another member of the administrative team. The Head of School or other member of the administrative team as the Head of School may designate will be responsible for taking immediate steps to address and correct the condition or danger.

Summit Prep will periodically and minimally annually issue rules and guidelines concerning workplace safety and health. Per Occupational Safety and Health Administration (OSHA) regulations, these rules and guidelines will be posted in the workplace where all employees can see them.¹⁰⁷ Each employee is expected to familiarize himself or herself with these rules and guidelines, and comply with the policies as written. Failure to comply with rules and guidelines governing health and safety will not be tolerated.

All employees will be required to maintain current First Aid and CPR certification. Annual trainings will be provided on-site by the American Red Cross or other authorizing agency during our weeks of summer training and before the start of each school year. Individuals' certification status will be kept on file in the main office.

Employees will be encouraged to report any workplace injury or accident, either to themselves or others, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical care is required immediately, supervisors will assist employees in obtaining that care, after which the details of the injury or accident must be reported.

2. Criminal Background Checks

Employees and contracted service providers of Summit Prep will be required to submit to a criminal background check and finish a criminal record summary as required by *California Ed. Code 44237* and *45125.1*. New employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Head of School shall monitor compliance with this policy and report in writing to the Board of Directors on an annual basis. The Summit Prep Board Chair shall monitor the fingerprinting and background clearance of the Head of School and maintain reports within a personnel file for the Head of School. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

¹⁰⁷ <http://www.osha.gov/workers.html>.

The Head of School will maintain all files for such volunteers and will be available for inspection at the school's offices.

3. Child Abuse Reporting

Summit Prep will adhere to the requirements of California Penal Code Section 11164 and 11166 regarding child abuse reporting. All employees must report to the proper authorities if they suspect that a student is subject to the following:

- a. Sexual assault
- b. Neglect
- c. Willful cruelty or unjustifiable punishment
- d. Cruel or inhuman corporal punishment or injury
- e. Abuse in out-of-home care

The reporting person need only "reasonably suspect" that abuse or neglect has occurred; the reporting person does not have to prove abuse. The Head of School will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility as mandated reporters to report any suspicions of child abuse. Staff will understand that under California law, anyone who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident; they are only to report to the Head of School and proper authorities.

Summit Prep staff will complete a written report of the situation and immediately notify the Department of Social Services. In keeping with state law, the report must be made by phone "immediately (or as soon as practically possible)."¹⁰⁸ A written report must be made within 36 hours, and submitted on Department of Justice forms. If necessary, depending on the situation, the Los Angeles Police Department may be informed as well. The reporting person will be responsible for providing all necessary information and reports to the Department of Social Services and/or the Los Angeles Police Department, as he/she will be the most knowledgeable of the situation.

Should it necessary to remove the child from school, Summit Prep staff will obtain the contact information of the person and agency removing the child. This information will be placed in the student's record and made available to the student's parents.

4. Medication

Summit Prep will adhere to *California Education Code Section 49423* regarding the administration of medication to students in school.

¹⁰⁸ *The California Child Abuse and Neglect Reporting Law.*
<http://www.cdss.ca.gov/cdssweb/entres/forms/English/PUB132.pdf>.

Students requiring the administration of prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in its original containers, with the name and contact information of the prescribing physician, the name of the student, and the original dispensing instructions. Parents must complete the appropriate form authorizing school staff to administer medication to the student. Designated staff will store medications in a locked cabinet, or refrigerate as needed; designated staff will log the times for administering medication to each student and will establish a reminder system to ensure that students receive their medications at the appropriate times. In the event that students receive long-term prescriptions, designated staff will provide parents with one week's notice that additional medications are needed.

Students and parents must follow this policy for all medications, including those that are available over-the-counter. School staff members are never allowed to administer medications to students that have not been previously authorized in writing by parents through the process detailed above.

5. Tuberculosis Testing

All Summit Prep employees will be tested for tuberculosis prior beginning employment and working with students, as required by *California Education Code section 49406*. Documentation of TB test results for all Summit Prep employees will be maintained in employee records.

6. Student Medical and Immunization Records

All students enrolled at Summit Prep will be required to provide documentation of immunization, as is required at all public schools pursuant to *Health and Safety Code Section 120325-120375*, and *Title 17, California Code of Regulations Section 6000-6075*. Students' medical records will be kept on file and within locked setting at the school and made available to school staff only as necessary to protect student safety and confidentiality.

7. Vision, Hearing, and Scoliosis Screenings and Diabetes Information

Summit Prep will adhere to *California Education Code 49450-49455* as applicable to the grade levels served by the school. Students will be screened for vision, hearing, and scoliosis to the same extent as children attending non-charter public schools. Students will receive diabetes information to the same extent as students attending non-charter public schools.

8. Blood Borne Pathogens

Summit Prep will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The Summit Prep Board will establish a written infectious disease control plan, designed to protect both employees and students from possible infection due to contact with blood borne viruses, including Human Immunodeficiency Virus (HIV) and Hepatitis B.

If exposed to blood or other bodily fluids through injury or accidents, staff and students will follow medical protocol for disinfecting procedures, and alert the Head of School immediately.

9. Harassment

Summit Prep believes that harassment threatens student and staff safety and well-being, and is therefore committed to providing a school that is free from sexual harassment, as well as any harassment based on factors such as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. We will develop a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at Summit Prep, including employee-to-employee, employee-to-student, or student-to-employee. Behavior of this nature is extremely serious, and will be addressed through the harassment policy.

10. Emergency Preparedness

Summit Prep will design and adhere to an Emergency Preparedness Plan drafted to specifically address the needs and constraints of the school site. This plan will be developed in conjunction with law enforcement and the Fire Marshall, and will include detailed responses to the following:

- a. **Fire.** Fire drills will be held at least once every trimester. Office personnel will maintain a record of fire drills and the total required time for complete student and faculty evacuation.
- b. **Disaster/Earthquake.** Disaster/earthquake drills will be conducted at least once a year.
- c. **Bomb/Terrorist Threats.** Bomb/terrorist threat drills will be conducted at least once a year.
- d. **Evacuation Plans.** All drills will include full school evacuation, according to our school safety plan.

Food Service and Auxiliary Services Safety _____

Summit Prep may contract with an outside agency for its food service needs. If so, Summit Prep will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State. Summit Prep will ensure that its auxiliary services, such as food services, transportation, and custodial services, are safe and free from hazardous materials.

Legal Assurances: Insurance Requirements _____

No coverage shall be provided to Summit Prep by the District under any of the District's self-insured programs or commercial insurance policies. Summit Prep shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M.

Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Summit Prep'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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School'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 Charter School 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 Charter School does not operate a student bus service. If the Charter School 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 the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School 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 insureds 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

Legal Assurances: Evidence of Insurance _____

Summit Prep shall furnish to the District's Office of Risk Management and Insurance Services located at 333 South 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.

Legal Assurances: Hold Harmless/Indemnification Provision _____

To the fullest extent permitted by law, Summit Prep 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 attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, 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 attorneys' 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any

contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

Legal Assurances: Health, Safety and Emergency Plan _____

Summit Prep will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Summit Prep will ensure that staff has been trained in health, safety, and emergency procedures each year before the start of the school year and will maintain a calendar and conduct emergency response drills for students and staff as required.

Legal Assurances: FERPA _____

Summit Prep, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Legal Assurances: Criminal Background Checks and Fingerprinting _____

Summit Prep 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. Summit Prep shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

Element 7 – Means to Achieve Racial & Ethnic Balance

Recruitment Methods

In anticipation of charter authorization, Summit Preparatory Charter School (“Summit Prep”) has created a wide-reaching recruitment plan, meant to inform families in the area of their enrollment options. We will implement this plan to ensure we are fully enrolled with 120 students in grades four prior to our proposed August 2014 opening.

Planned outreach will take place from authorization until April 2014; activities include, but are not limited to:

- Development of marketing materials (including flyers, posters, and websites) in English and Spanish¹⁰⁹
- Information sessions and flyer distribution at local community meetings and events, including:
 - Neighborhood council meetings: Voices of 90037; Community and Neighbors for Ninth District Unity (CANNDU); Park Mesa Heights Neighborhood Council; Southeast/Central Avenue Neighborhood Council; Vermont Harbor Corridor Neighborhood Council
 - Chamber of Commerce meetings: Latino Business Chamber of Greater Los Angeles; Crenshaw Chamber of Commerce; Greater Los Angeles African-American Chamber of Commerce; Korean-American Chamber of Commerce
 - Neighborhood watch meetings
- Information sessions and flyer distribution at local community organizations and centers that work with youth, families, and adults, including:
 - Challengers Boys and Girls Club
 - The Children’s Collective, Inc.
 - Coalition of Mental Health Professionals, Inc.
 - Branches of the Los Angeles Public Library: Vermont Square Branch Library¹¹⁰; Junipero Serra Library; Vernon Branch Library
 - The Vermont Square Group Family Organization
 - The Vermont Square Community Garden Council
 - The Coalition for Responsible Community Development¹¹¹
 - Mercado La Paloma
 - Minds Matter of Los Angeles¹¹²

¹⁰⁹ Should there be need for additional languages based upon the needs of the community, we will provide further translations.

¹¹⁰ Lead Founder Arianna Haut met with Head Librarian Martha Sherod on April 3, 2013, in order to share information about and gather support for Summit Prep.

¹¹¹ The Coalition for Responsible Community Development (CRCDD) works to “better sustain, coordinate, and improve local planning, development, and community services that address the needs of low-income residents and small businesses in South Los Angeles.” Lead Founder Arianna Haut met with the CRCDD’s Executive Director, Mark Wilson, on April 2, 2013, in order to share information about and gather support for Summit Prep.

- A Place Called Home¹¹³
- Los Angeles Local Initiatives Support Corporation (LISC)
- Network for Teaching Entrepreneurship¹¹⁴
- St. John’s Well Child and Family Center¹¹⁵
- The South Central Family Health Center
- Southeast Los Angeles Workforce Center
- Community Build, Inc.
- Information booths and flyer distribution at local businesses, grocery stores, WIC centers,¹¹⁶ libraries, restaurants, community events, fairs, carnivals, shopping centers, social services agencies, housing projects, faith-based organizations, medical centers, and apartment complexes
- Advertisements in local media, including:
 - Newspapers, including: *The Los Angeles Times*; *The Daily News*; *LA Watts Times*; *The Los Angeles Sentinel*; *Hoy*; *La Opinion*
 - Newsletters, church, and community bulletins, including: *The Los Angeles Wave*; *The Newton Community Police Department Bulletin*; *The Vernon Sun*
 - Radio stations, including Spanish-language outlets such as 93.9 and 96.3 FM and 930 and 1020 AM

Geographic Areas Targeted for Outreach

We are committed to providing an educational alternative for any child who wishes to attend Summit Prep. However, the majority of our recruitment efforts will focus on the children and families living in historically underserved portions of South Los Angeles:

- **Vermont Square** (bounded approximately by Exposition Boulevard to the north, Western Avenue to the west, Slauson Avenue to the south, and the 110 Freeway to the east). Median household income in the area, as of 2008, was \$29,904, ranking 253rd out of 265 areas mapped by *The Los Angeles Times*; only 5.3% of residents 25 and older hold a four-year

¹¹² Minds Matter of Los Angeles is the local branch of a national non-profit that provides mentorship and intensive tutoring for low-income high school students to prepare them for college; more information can be found at their website, www.mindsmatterla.org. Lead Founder Arianna Haut met with Minds Matter’s President, Tina Admans, on April 8, 2013 to share information about and gather support for Summit Prep.

¹¹³ A Place Called Home (APCH) is a non-profit in South Central Los Angeles where “underserved youth are empowered to take ownership of the quality and direction of their lives through programs in education, arts, and well-being; and are inspired to make a meaningful difference in their community and the world.” Lead Founder Arianna Haut met with Jonathan Zeichner, APCH’s Executive Director, on April 1, 2013 in order to share information about and gather support for Summit Prep.

¹¹⁴ Lead Founder Arianna Haut met with Estelle Reyes, the organization’s Executive Director, on April 18, 2013 in order to share information about and gather support for Summit Prep.

¹¹⁵ Lead Founder Arianna Haut met with Nomsa Khalfani, the Center’s Chief of Policy and Support Services, on April 18, 2013 in order to share information about and gather support for Summit Prep.

¹¹⁶ A list of WIC centers in South Los Angeles can be found through the South Los Angeles Health Projects homepage: <http://www.slahp.org/>.

degree. Population density – 17,798 people per square mile – is among the highest for the city of Los Angeles, 23rd out of 265.¹¹⁷

- **Historic South-Central** (bounded approximately by Washington Boulevard to the north, the 110 Freeway to the west, Vernon Avenue to the south, and Central Avenue to the east). Median household income in the area, as of 2008, was \$30,882, ranking 249th out of 265 areas mapped by *The Los Angeles Times*; only 3.2% of residents 25 and older hold a four-year degree. Population density – 19,474 people per square mile – is among the highest for the city of Los Angeles, 17th out of 265.¹¹⁸
- **Central-Alameda** (bounded roughly by Washington Boulevard to the north, Central Avenue to the east, Slauson Avenue to the south, and Alameda Street to the east). Median household income in the area, as of 2008, was \$31,559, ranking 243rd out of 265 areas mapped by *The Los Angeles Times*; only 2.8% of residents 25 and older hold a four-year degree. Population density – 18,760 people per square mile – is among the highest for the city of Los Angeles, 19th out of 265.¹¹⁹

Languages Used for Community Outreach _____

In addition to informational materials in English and Spanish, Summit Prep will provide in-person translation services at information sessions and events. We will work with local community development organizations, such as the Local Initiatives Support Corporation (LISC) and the Coalition for Responsible Community Development (CRCDD), to provide translation services as needed.

Racial and Ethnic Balance at Summit Prep that is Reflective of the District _____

As described above, Summit Prep will work with neighborhood and community organizations and leaders to educate families about the availability of the charter school and actively recruit students from these traditionally underserved areas in order to enroll a student population that reflects the racial, ethnic, socioeconomic, and academic demographics of the surrounding community.

As described in our community description, located in **Element 1**, and our recruitment plan, described above, Summit Prep seeks to serve the families of South Los Angeles, with a particular emphasis on the underserved communities of Vermont Square, Historic South-Central, and Central-Alameda (zip codes 90011, 90037, and 90058, approximately). The local population has a high Hispanic/Latino and African-American demographic, as well as a high socioeconomically disadvantaged population, as shown in the table below.¹²⁰

¹¹⁷ All data from *The Los Angeles Times*' "Neighborhoods" project: <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/vermont-square/>.

¹¹⁸ All data from *The Los Angeles Times*' "Neighborhoods" project: <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/historic-south-central/>.

¹¹⁹ All data from the Los Angeles Times' "Neighborhoods" project: <http://projects.latimes.com/mapping-la/neighborhoods/neighborhood/central-alameda/>.

¹²⁰ All data derived from the American FactFinder, a tool of the U.S. Census Bureau: <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>. Data reflect results from the most recent U.S. Census.

Figure 7.1: Ethnicity and Socio-Economic Data in Summit Prep’s Target Neighborhoods

Zip Code	Hispanic/Latino	African-American	Children Under the Poverty Level
90011	89.4%	9.4%	56.1%
90037	75.4%	22.3%	50.5%
90058	81.2%	9.3%	76.1%

We anticipate that our students will reflect similar socioeconomic statistics. Additionally, due to the low achievement data of surrounding schools, Summit Prep further anticipates serving a majority of students who are academically low-achieving. Surrounding middle schools, with the exception of one charter school, have earned API scores that place them in the bottom one to three deciles in the state; a complete list of comparative local schools which students might attend can be found in **Element 1**.

Academic achievement data for both the local district public middle schools and the local charter public middle schools that area students might attend is provided below.¹²¹

Figure 7.2: Comparative Middle School Achievement Data

School Type	School Name	2012 API Score	2012 API Ranking	Proficient or Above – ELA	Proficient or Above – Math
District Public Middle Schools	Audubon Middle	711	2/10	44.7%	34.3%
	George Washington Carver Middle	637	1/10	21.4%	21.3%
	John Adams Middle	734	3/10	45.7%	41.1%
	John Muir Middle	644	1/10	27.4%	24.1%
	Los Angeles Academy Middle	686	1/10	37.5%	27.8%
	Thomas A. Edison Middle	695	2/10	37%	41%
Charter Public Middle Schools	Alliance Christine O’Donovan Middle Academy	720	2/10	42.7%	26.7%
	Alliance Richard Merkin Middle	748	3/10	48.6%	33.2%
	Lou Dantzler Preparatory Charter Middle	643	1/10	35.5%	18%
	Synergy Kinetic Academy	805	6/10	55%	43.2%

¹²¹ All data derived from *The Los Angeles Times*’ “Neighborhoods” Project: <http://projects.latimes.com/mapping-la/neighborhoods/region/south-la/>.

No admission test will be required for enrollment, although diagnostic tests may be administered to determine the appropriate course placement for students entering after the fourth grade.

Legal Assurances - Court-ordered Integration _____

Summit Prep 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 Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Summit Prep will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.¹²²

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.

Legal Assurances - No Child Left Behind-Public School Choice Traveling Students _____

The District and Summit Prep 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”). Summit Prep 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 school.

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

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

¹²² Please see **Attachment G** for this written plan.

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 Prep under the NCLB-PSC program increases in subsequent years, Summit Prep agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Legal Assurances - Federal Compliance ---

As a recipient of federal funds, including federal Title I, Part A funds, Summit Prep agrees 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. Summit Prep understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Summit Prep 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.

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;¹²³
- 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 school-wide 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; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable.

¹²³ Please see the Student and Family Handbook, included as **Attachment H**, for a sample of this letter.

Summit Prep also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

Element 8 – Admission Requirements

Overview

Summit Prep is a tuition-free public charter school. In accordance with *California Education Code §47605 (d)(2)(A)*, Summit Prep shall admit all students who wish to attend the school, up to the school's enrollment capacity.

Summit Prep will:

- Be non-sectarian in all areas of operation, including student admissions.
- Not discriminate based on race, ethnicity, gender, religion, nationality, sexual orientation, disability, or association with a person or group with one or more of these actual or perceived characteristics, as described by the definition of hate crimes set forth in Section 422.55 of the California Penal Code.
- Not charge tuition.
- Accept all students who are California residents, regardless of their place of residence within the state.
- Not require any pupil to attend the charter school.
- Not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Comply with all laws establishing minimum age for public school attendance.

Legal Assurances

Summit Prep will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. Summit Prep will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

As described in our recruitment plan (located in **Element 7**), Summit Prep is committed to recruiting academically low-achieving students, economically disadvantaged students, and students with disabilities. Our community outreach and recruitment plan involves a number of specific activities – including, but not limited to, information sessions, information booths, flyer distribution, advertisements in a variety of local media, and door-to-door canvassing – designed to reach all students, including those members of the groups named above.

We expect that students in our target neighborhoods will be both economically disadvantaged and academically low-achieving. Based on 2010 Census data, the median family income in our three

targeted zip codes – 90037, 90011, and 90058 – ranges from \$16,972 to \$28,764.¹²⁴ Surrounding middle schools, with the exception of one charter school, have earned API scores that place them in the bottom one to three deciles in the state; a complete list of comparative local schools which students might attend can be found in **Element 1**.

Academic achievement data for both the local district public middle schools and the local charter public middle schools that area students might attend is provided below.¹²⁵

Figure 8.1: Comparative Middle School Achievement Data

School Type	School Name	2012 API Score	2012 API Ranking	Proficient or Above – ELA	Proficient or Above - Math
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	John Adams Middle	734	3/10	45.7%	41.1%
	John Muir Middle	644	1/10	27.4%	24.1%
	Los Angeles Academy Middle	686	1/10	37.5%	27.8%
	Thomas A. Edison Middle	695	2/10	37%	41%
Charter Public Middle Schools	Alliance Christine O’Donovan Middle Academy	720	2/10	42.7%	26.7%
	Alliance Richard Merkin Middle	748	3/10	48.6%	33.2%
	Lou Dantzler Preparatory Charter Middle	643	1/10	35.5%	18%
	Synergy Kinetic Academy	805	6/10	55%	43.2%

As stated above, a student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment; a student’s prior academic record and/or socioeconomic status will never be considered as a condition for enrollment. These assurances will be provided at every information session, on printed information pertaining to enrollment, and within all conversations regarding enrollment with parents and students.

Application Process

Summit Prep is an open enrollment, tuition-free public school with no specific requirements for admission. To be included in the admissions process, families must submit an application, which

¹²⁴ All data derived from the American FactFinder: <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml###>.

¹²⁵ All data derived from *The Los Angeles Times*’ “Neighborhoods” Project: <http://projects.latimes.com/mapping-la/neighborhoods/region/south-la/>.

will include the student’s name, grade, birthdate, and contact information. A copy of this application can be found in **Tab 12**.

The application process for Summit Prep will include the following steps:

Figure 8.2: Student Enrollment Process

Step	Timeline	Details
Open Enrollment Period	First business day after January 1, 8:00 AM through first Friday in April, 5:00 PM	<ul style="list-style-type: none"> Families complete application form, and submit – either in person or via mail – to Summit Prep Families attend an information session
Random Public Lottery	Third Thursday in April, 7:00 PM	<ul style="list-style-type: none"> Held if necessary to populate student enrollment and waiting lists
Notification of Enrollment Status	Within three business days of the lottery	<ul style="list-style-type: none"> Families will be notified, in writing and via mail, either of acceptance or place on waiting list
Enrollment Acceptance	Within two weeks of the lottery	<ul style="list-style-type: none"> Families return completed acceptance form
Family Orientation Meetings	Held in May, June, and August	<ul style="list-style-type: none"> Families receive additional information about start of school year, bring completed enrollment paperwork

Open Enrollment Period _____

All students interested in attending Summit Prep will be required to complete an application form, and submit this application to the school during the Open Enrollment Period, which runs from the first business day following January 1 at 8:00 AM through the first Friday in April at 5:00 PM. All submitted applications will be date- and time-stamped when received, and students’ names will be added, in the order received, to an application roster in order to track receipt of their applications.

Following the close of the Open Enrollment Period, applications will be counted to determine if the number of applications exceeds the number of available seats. If there are more seats than applicants, all applicants will be accepted into the school and all additional applicants will be accepted on a rolling basis. If there are more applicants than seats, the school will hold a random public drawing, described below, to determine the enrollment for the impacted grade level.

Public Random Drawing _____

In accordance with *California Education Code 47605(d)(2)(B)*, Summit Prep will hold a random public drawing should the number of students applying for school admission exceed the number of spaces available in any given grade.

Preference for available spaces will be given in the following order:

1. Siblings of currently enrolled Summit Prep students.
2. Students who reside within the boundaries of the school district.
3. Other California residents.

No other preference shall be given in the lottery or admissions process.

If needed, the lottery will be held on the third Thursday in April, at 7:00 PM, at the school; in the first year, the lottery may be held at another location near the school's proposed facility and within the target community. In the event that the lottery is required, families who submitted completed application forms by the deadline of the first Friday in April at 5:00 PM will be notified in writing of the lottery's date, time, location, and rules. The lottery's date, time, and location will also be publicized on the Summit Prep website. Families are invited but not required to attend the lottery, and attendance does not impact lottery results.

In the event the lottery is not held at the school, Summit Prep will ensure that the alternate location can reasonably accommodate interested families and students. As outlined in the chart on page 120 of this Element, we will hold the lottery at a reasonable time, Thursday at 7:00 PM, so that the most interested parties may attend.

Before the lottery begins, the rules will be explained in both English and Spanish by the Head of School and a designated translator. All rules will also be provided in writing, in English and Spanish and other languages as needed. Each grade's lottery will be conducted separately, beginning with grade four. The school will ensure that the lottery is conducted fairly and accurately through a multi-check process: each student's name, as drawn, will be read out loud twice by separate individuals, and a final check of the lottery's results will be conducted by a third individual before results are announced as final.

The lottery itself will be conducted by drawing slips of paper from a container; each applicant will have his or her own slip. The lottery will begin with students given preference under the terms of the law and the Summit Prep charter. Slips will be pulled until all openings are filled; all remaining slips will then be pulled to populate the waiting list.

The lottery will be facilitated by a neutral third party.

Copies of all enrollment applications, lottery results, and waiting list results will be readily available at the Summit Prep office, demonstrating fair execution of the lottery procedures.

Acceptance packets, which include a letter indicating admissions status and an admissions acceptance form, will be mailed via the US Postal Service to those students who earn a seat through the lottery. All students, including those who are present at the time of the lottery, will be notified in writing of their admission status. Notification will take place within three business days of the lottery. Students do not need to be present at the time of the lottery in order to accept their seat;

students must return all completed enrollment paperwork within two weeks of the lottery in order to secure their seat. A copy of the acceptance packet can be found in **Tab 12**.

Waiting List

The waiting list will be established from the applications that do not receive admission during the random public lottery; it will likewise be made up of slips drawn from the container, and will be maintained in the order in which those names are drawn. The waiting list will be used to fill student vacancies before and during the school year.

Waiting list status letters will be mailed, via the US Postal Service, to those students who are placed on the waiting list. A copy of the waiting list notification letter can be found in **Tab 12**. Notification will take place within three business days of the lottery.

If a position opens during the school year, the school will contact the first family on the waiting list to offer admission to the school. Should the family decline the seat or fail to respond within two business days, the next family on the list will be contacted until the open position is filled. Should a family decline the seat or fail to respond, they will be removed from the waiting list; families reserve the right to request removal from the waiting list.

Students who submit applications to enroll after the enrollment deadline, as specified on page 120 of this Element, will be added to the end of the waiting list in the order received.

The waiting list will roll over from year to year. A student's place on the waiting list will be maintained unless a student's parent/guardian confirms, via a Waiting List Confirmation Form sent in February, that they do not wish to remain on the waiting list for the following school year.

Element 9 – Financial Audits

Independent Charter Status

Summit Prep will be a fiscally independent, directly funded charter school.

Budgets

Each spring, Summit Prep will establish an annual budget, monthly cash flow projections, and a five-year financial projection. The Head of School and the Office Manager will prepare the budget, and have the support of ExED, financial back-office vendor. For over 100 charter schools in California, ExED provides sound assistance and guidance in a variety of areas critical to school management. For more than 10 years, ExED has provided a full-service business management solution, with services from accounting and internal controls to legal compliance and facilities consulting.¹²⁶

The Head of School and Office Manager will work with the Finance Committee of the Board to ensure the budget meets the programmatic needs of the school within the anticipated revenue. The annual budget will include all estimated revenues and expenditures for the year, and will also include ample reserves to accommodate cash flow challenges. A number of contingency budgets will also be prepared to provide guidance in the event of an unexpected increase in expenses (i.e. increased special education needs, increased insurance costs, unanticipated facility needs, unexpected staffing costs) or a decrease in revenue (including variables in revenue stream across the calendar).

The budget development process will begin in March of the preceding fiscal year, and will continue through the Governor's May revisions of the California state budget. The budget and three-year projections will then be presented to the Summit Prep Board of Directors for discussion and approval.

The Head of School and Finance Committee, with the support of financial back-office provider ExED, will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. An ExED representative, assigned to the school, will be present at all monthly board meetings to answer questions and provide further clarifications as needed. The Head of School and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow. Summit Prep places great value in being fiscally responsible. The five-year budget summary included in **Tab 10** details the expenditures and revenue for the first five years of the organization. The annual budget includes estimated revenues and expenditures with ample reserves to accommodate cash flow.

The Summit Prep Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls.

¹²⁶ For more detail on ExED, please visit www.exed.net. Please also see **Attachment C** for a summary of ExED's financial services.

Business Management

The Head of School of Summit Prep will assume the lead responsibility for financial matters at the school under the policies adopted by and oversight provided by the school's Board of Directors. The Head of School will work with the Office Manager to manage the day-to-day financial management needs of the school. As stated, we anticipate contracting with ExED, the premier non-profit provider of business management services for charter schools in Southern California. ExED is committed to dramatically improving public education and closing the achievement gap by supporting excellent charter schools, primarily in low-income communities.

The Head of School and/or Office Manager will work with the back office business support provider to manage the school's financial operations. Services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws.

Summit Prep and our contracted back office business support provider will employ all Generally Accepted Accounting Principles (GAAP), as required by law.

Annual Audit

Summit Prep will develop and implement controls necessary to gather and prepare information for all jurisdictional and financial reporting requirements. The Head of School, Office Manager, and Finance Committee of the Board will be knowledgeable about the California Department of Education's audit guide ("*Standards and Procedures for Audits of California K-12 Local Education Agency*") and, as required under California Education Code §47605 (b)(5)(I), the school will hire an independent auditor to complete a comprehensive, annual fiscal audit of the books and records of Summit Prep.

An *ad hoc* Audit Committee will select an appropriate auditor through a Request for Proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions, preferably charter schools. The auditor will be approved by the State Controller on its published list as an educational audit provider.

At the conclusion of the annual audit, the Audit Committee will review the audit. The Head of School and the Office Manager, along with the Finance Committee and the back office business support provider, will then review any audit exceptions or deficiencies, and report them to the Summit Prep Board of Directors with recommendations and timelines for how to resolve them. The Board will submit a report to the District, describing how the exceptions or deficiencies have been or will be resolved, as well as the anticipated timelines for resolution.

The annual audit should be completed within four months of the close of the fiscal year, and a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools,

the State Controller, the California Department of Education, and any other required agencies by the 15th of December.

The independent fiscal audit of Summit Prep is public record, and a copy of each year's audit will be maintained in the school's office and provided to the public upon request.

Audit and Inspection of Records

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

- Summit Prep 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, monitors the fiscal condition of Summit Prep.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Summit Prep's 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 Summit Prep's financial information,
- Summit Prep's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Summit Prep's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Summit Prep shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30-day notice. When 30-day notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hour notice.

Summit Prep will develop and maintain internal fiscal control policies governing all financial activities.

District Oversight Costs

The District may charge for the actual costs of supervisory oversight of Summit Prep not to exceed 1% of Summit Prep's revenue, or the District may charge for the actual costs of supervisory oversight of Summit Prep 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 supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial 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 Summit Prep maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services _____

In the event that Summit Prep owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, Summit Prep authorizes the District to deduct any and all of the in lieu property taxes that Summit Prep otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts.

Summit Prep further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Summit Prep. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Summit Prep agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Element 10 – Suspensions and Expulsions

Discipline Policy

Summit Prep believes very strongly in the need for a school culture in which students are able to focus all of their attention on learning. Therefore, our goal is to create a school culture that both reinforces students' positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior will be clearly articulated to parents during annual family orientations held before the start of the school year, and annual student orientations held during the first week of school each year. Please see **Element 1** for our annual calendar that specifies both orientations and please see **Element 4** for more detail on family involvement. Expectations for appropriate behavior will also be provided as written policy in the Student and Family Handbook, distributed and reviewed at annual family orientations, and reinforced regularly with students by teachers and staff once expectations have been taught on the first days of school each year.

Summit Preparatory Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Teachers will be trained to use effective classroom management strategies, drawing heavily from the strategies detailed in Doug Lemov's *Teach like a Champion*, to maximize instruction and minimize student misbehavior. There will be a tiered and progressive school-wide system for assigning both positive and negative consequences. Students who do not adhere to stated behavioral expectations and who violate school rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Loss of PRIDE points, reflected in daily and weekly reports home to parents
- Loss of privileges
- Referral to the Head of School
- Notice to parents by telephone and/or letter
- Parent conference
- In-school suspension
- Out-of-school suspension
- Expulsion

Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with the Head of School or the Head of School's designee and the student's parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but is not limited to, suspension or expulsion.

A student may be suspended or expelled for any of the acts enumerated in *California Education Code 48900* related to school activity or school attendance that occur at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or while traveling or from, a school-sponsored activity

Cause for Suspension and Expulsion

As specified in *California Education Code Section 48900*, a student may be recommended for suspension or expulsion if he or she:

- 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 possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred on by the Head of School or the designee of the Head of School.
- 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).
- Stolen 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 student 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 student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both.
- Engaged in, or attempted to engage in, hazing, as defined in Section 32050.
- 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
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
- Engaged in harassment, threats, or intimidation directed against school District personnel or students, 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 students by creating an intimidating or hostile education environment.
- Made terrorist threats against school officials, school property, or both.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

Students will receive a mandatory recommendation for expulsion for any of the following reasons, as specified in *Education Code Section 48915*, unless the Head of School finds that expulsion is inappropriate, due to the particular circumstance:

- Causing serious physical injury to another person.
- Possession of any firearm, knife, explosive, or other dangerous object.
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Robbery or extortion.
- Assault or battery upon any school employee.
- Committing or attempting to commit a sexual assault or sexual battery as defined in *Section 48900 of the Education Code*.

Students are subject to mandatory expulsion from Summit Prep for any of the reasons as specified in the *Education Code Section 48915(c)* and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

Process for Suspension/Expulsion _____

As detailed at the beginning of this Element, Summit Prep believes very strongly in establishing a school culture in which all students are safe and able to learn. We also believe that learning time is

sacred, and that many misbehaviors can be corrected in class. However, behavior that is continually disruptive or listed among those detailed above may warrant suspension or expulsion, which occurs through the following steps:

- **Step 1: Informal Conference.**

Suspension shall be preceded by an informal conference conducted by the Head of School with the student and the student's parents. The conference may be omitted if the Head of School 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 the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as possible.

- **Step 2: Determination of Length and Placement of Suspension.**

The length and placement of the student's suspension will be determined by the Head of School, based on the severity of the offense(s), as evidence by witness statements, physical evidence, and other relevant factors.

Summit Prep believes that a student should not be removed from the general class environment unless his or her presence is a continual distraction to others or they are at risk of harming themselves or others. In-School Suspension allows students to receive access to the curriculum in the classroom environment while being separated from the school community. A student assigned to In-School Suspension will sit at a designated desk in the classroom, physically separated from his or her peers. In addition, a student assigned to In-School Suspension must:

- Check in with the Head of School prior to the start of each day.
- Attend all classes, receive academic instruction, and complete all class work and homework.
- Not communicate with any other students throughout the day, including during breaks and lunch.
- Not participate in class activities.
- Not attend field trips, dances, or other school activities if these occur during the suspension period.
- Write a letter of apology to his or her class and read it aloud to his or her classmates on the final day of In-School Suspension.

The number of days a student must serve In-School Suspension will be aligned with the severity of the behavior, but will not exceed ten days.

If a student is a continual distraction to others or poses a risk to self or others, that student may be assigned Out-of-School Suspension. The length of suspension for students may not exceed a period of five continuous 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 continuous days, a second conference will be scheduled between the parent/guardian and the Head of School or the Head of School's designee to

discuss the progress of the suspension upon the completion of the tenth day of suspension. A student may be suspended from school for not more than twenty school days in any school year; however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

- **Step 3: Notice to Parents.**

Parents and Students have due process rights with regards to suspensions and expulsions. At the time of the student's suspension, a school employee shall make a reasonable effort to contact the student's parents by telephone or in person. Initial contact will be followed by a written notice, which will state the specific offense committed by the student, as well as the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the school may require that parents must respond without delay, and that a violation of school rules can result in expulsion from school.

- **Step 4: Recommendation for Expulsion.**

If the Head of School recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Head of School upon either of the following findings:

- The student's presence will likely be disruptive to the educational process.
- The student poses a threat or danger to others.

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Head of School finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible, or have repeatedly failed to bring about proper student conduct.
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

- **Step 5: Expulsion Hearing.**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the Head of School determines that an act subject to expulsion has occurred. The hearing will be presided over by the governing Board. The expulsion hearing will be recorded and made available as part of the public record and a Fact and Findings document will be prepared to summarize the evidence adduced at the hearing, to substantiate the expulsion decision.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- Date and place of the hearing.
- Statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- Copy of the disciplinary rules that relate to the alleged violation.
- Opportunity for the student or the student's parents to appear in person at the hearing.
- Opportunity for the student to be represented by counsel.
- Right to examine and acquire copies of all documents to be used at the hearing.
- Opportunity to cross-examine all witnesses that testify at the hearing.
- Opportunity to present evidence and witnesses on behalf of the student.

Upon expulsion, written notice will be sent by the Head of School to the parents of any student who is expelled. This notice will be sent within 24 hours of the hearing, through certified over-night postal delivery, and will include:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with Summit Prep.

In the event of a decision to expel a student, the school 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. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at Summit Prep.

Appeal of Suspension or Expulsion

Parents will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of the Head of School or the Head of School's designee. A suspension appeal may be made to the Head of School within the term of the suspension. Following due consideration, the Head of School's decision regarding student suspension will be considered final.

An expulsion may be appealed within ten business days and must be submitted in writing to the Head of School; the appeal may be sent via the United States Postal Service or brought, in-person, to the school. The student will be considered suspended until a meeting is convened to hear the

appeal (within 10 business days), at which time the parents must attend to present their appeal. Per *California Education Code 48918*, a student may be represented by legal counsel or a nonattorney adviser.¹²⁷

The appeal will be heard by a fair and impartial panel comprised of three or more members of the Board of Directors. An expulsion appeals hearing is convened to determine whether due process was followed in the original expulsion decision.

For a student who is not reinstated upon appeal, the family will be sent written notification of such within business three days of the hearing, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel of representatives of the Board will be final.

Legal Assurances

Summit Prep shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Summit Prep shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Summit Prep shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Summit Prep will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Summit Prep will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, Summit Prep shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Summit Prep shall document the alternatives to suspension and expulsion the school utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from Summit Prep, the school shall forward student records upon request of the receiving school district in a timely fashion. Summit Prep shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- Pupil's last known address

¹²⁷ <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=48001-49000&file=48900-48927>.

- Copy of the cumulative record
- Transcript of grades or report card
- Health information
- Documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the school's policies and procedures were followed
- Student's current educational placement
- Copy of parental notice of expulsion
- Copy of documentation of expulsion 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; and
- If the student is eligible for Special Education, Summit Prep must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination hearing prior to expulsion. If the student is eligible for Section 504 Accommodations, Summit Prep must provide evidence that it convened a Link Determination meeting to address two questions:
 1. Was the misconduct caused by, or directly and substantially related to the student's disability?
 2. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

Outcome Data

Summit Prep 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.

Rehabilitation Plans

Pupils who are expelled from Summit Prep shall be given a rehabilitation plan upon expulsion as developed by the 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 reapply to the Charter School for readmission.

Readmission

Summit Prep'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, Summit Prep's governing Board shall readmit the pupil, unless Summit Prep'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.

Reinstatement

Summit Prep's governing Board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Summit Prep is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Special Education Students

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the 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 Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

Gun Free Schools Act

Summit Prep shall comply with the federal Gun Free Schools Act.

Element 11 – Retirement Programs

Retirement

Summit Preparatory Charter School (“Summit Prep”) will make any contribution that is legally required of the employer, including STRS, Social Security and unemployment insurance. All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and Summit Prep will contribute the employer’s portion required by STRS. All withholding from employees and Summit Prep will be forwarded to the STRS fund as required. Retirement reporting will be contracted out to a qualified service provider; however, the Head of School will be responsible for ensuring that such retirement coverage is arranged. Summit Prep shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by the *Education Code 47611.3* and *41365*.

Benefits

All employees at Summit Prep are at-will employees. The terms and conditions for employment at Summit Prep will be reviewed in detail during the hiring process and offer of employment.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and social security (for non-STRS members) will be provided by Summit Prep. Life, health, dental, vision, and related benefits will also be provided to all full-time employees subject to the personnel policy of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the terms of their employment with Summit Prep.

Assurances

Summit Preparatory Charter School (“Summit Prep”) will make any contribution that is legally required of the employer, including STRS, PERS, Social Security and unemployment insurance.

State Teacher’s Retirement System

Summit Prep certificated teachers and eligible administrators shall be a part of the State Teacher’s Retirement System (STRS). Employees will accumulate service credit years in the same manner as all other members of STRS.

Classified Personnel

Non-certificated, classified, full-time employees will be covered by 403B, Public Agency Retirement Systems (PARS), and Medicare or Social Security.

Staff Compensation and Benefits

The Summit Prep Board of Directors will adopt a salary schedule policy for the school. This salary schedule will be based on, but not limited to, the salary scale of the Los Angeles Unified School District, the salaries of leading private and charter schools in Los Angeles and surrounding communities, and best practices in salary schedules among national charter schools. Administrative and staff salaries will be set at the discretion of the Head of School, based on the candidate's experience and responsibilities.

Reporting

Retirement reporting will be contracted out to a qualified service provider such as ExED. The Head of School is responsible for ensuring that such retirement coverage is adequately arranged and appropriately reported in full accordance with all legal requirements.

Summit Prep shall forward any required payroll deductions and related data to the Los Angeles County Office of Education as required by *Education Code 47611.3* and *41365*.

Process for Staff Recruitment and Selection

We will implement the following process to ensure that we are hiring the highest quality staff.

1. The Summit Prep Board of Directors will hire the Head of School
2. All other staffing decisions will be made by the Head of School
3. Posting of job openings (online, newspaper, through referrals, and email)
4. Offers of employment will be extended to the strongest candidates

More information on our hiring process can be found in **Element 5**.

Staff Evaluations and Measurement of Performance

All Summit Prep staff will be evaluated by their supervisors once a year. Annual goals and objectives will be developed by each staff member and their direct supervisor. All goals will be in accordance with the mission and vision of Summit Prep. Staff evaluations will be based on the degree to which goals and objectives have been achieved. Each teacher at Summit Prep will receive three formal observations each year, one per trimester, and will be observed on a weekly basis. We believe that the end of year evaluations should be a comprehensive view of the teacher's ability to meet his/her annual goals and that there should be no surprises.

If a staff member is having difficulty achieving his/her goals, his/her direct supervisor will provide the appropriate support and training. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and process for Resolving Complaints/Grievances.

Grievance Process

The grievance procedure outlined here is subject to revision by the Summit Prep Board of Directors.

1. An employee having a grievance shall present the grievance in writing to his/her direct supervisor within 10 calendar days of the event or condition that gave 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 Head of School. If the grievance is not resolved within 14 calendar days of receipt of the Head of School, the grievance shall be deemed or denied and the employee may proceed to step two.
2. A Grievance Board shall be called, to be chaired by a designee of the Board of Directors. A five-member grievance board shall meet within 35 days of receipt of the grievance. Both parties will be given one hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board will be taken as a waiver of all rights under the grievance of all rights under the grievance procedure. A written decision made by the Grievance Board will be rendered within ten 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 ten working days of the last committee hearing, or as soon thereafter as is practical.

Monitoring Credentials

Summit Prep will maintain current copies of all teacher credentials and ensure that they are readily available for inspection. The Summit Prep Head of School or designee will ensure that credentials are processed and maintained in accordance with requirements as set forth by the Commission for Teacher Credentialing and the State's interpretation of *Highly Qualified* for the purposes of compliance with No Child Left Behind. Credentials will be reviewed during the hiring process for new staff and reviewed on an annual basis for all staff. Summit Prep will comply with all State and Federal laws concerning the maintenance and disclosure of employee records. Teachers of core content areas will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

Element 12 – Attendance Alternatives

Summit Preparatory Charter School (“Summit Prep”) is a school of choice; no student is required to attend. Pupils who choose not to attend Summit Prep 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.

Pupils enrolled at Summit Prep have no right to admission in a non-charter District school as a consequence of their enrollment at Summit Prep except to the extent guaranteed by the District.

Element 13 – Employee Rights

Employees of the District who choose to leave the employment of the District to work at Summit Preparatory Charter School (“Summit Prep”) shall have no automatic rights of return to the District after employment at the 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. 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.

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.

Former District employees must consult with the District to determine their eligibility for leave. UTLA represented employees who chose to work at a start-up Charter School are governed by *Article XII-B, Section 1.0 (b): Employees of Start-Up Charters*. Employees may qualify for personal leaves of absence under *Article XII, Section 17.0, Personal Leave (Unpaid)*, which grants an unpaid leave to permanent employees for a period not to exceed 52 consecutive calendar weeks.

Leave for classified employees and Teacher Assistants shall be for a minimum of one year. The leave shall be extended upon request of the employee; however, the total period of leave shall not exceed the duration of the initial charter.

Leave for classified employees and Teacher Assistants shall be for a minimum of one year. The leave shall be extended upon request of the employee; however, the total period of leave shall exceed the duration of the initial charter.

Legal Assurances _____

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

The staff and governing board members of Summit Preparatory Charter School (“Summit Prep”) agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Summit Prep, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this **Element 14**.

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

- 1) Any Dispute shall be made in writing (“Written Notification”). 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 Charter School: Summit Preparatory Charter School
c/o Head of School
Address to be determined

To Director of Charter Schools: Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 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 5:00p.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 – Exclusive Public School Employer

Summit Preparatory Charter School (“Summit Prep”) is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

Element 16 – Charter School Closure

Revocation

The District may revoke the Charter if Summit Preparatory Charter School (“Summit Prep”) 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 Summit Prep if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation, and in accordance with *California Education Code section 47607(d)* and State regulations, the LAUSD Board of Education will notify Summit Prep in writing of the specific violation, and give Summit Prep 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 Prep, either by the Summit Prep Governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by *California Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” apply to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. **Parents or guardians of students.** Written notification to parents/guardians/caregivers of the enrolled students of Summit Prep will be issued by Summit Prep within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. **The authorizing entity.**
3. **The county office of education.** Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by Summit Prep by registered mail within 72 hours of the decision to Closure Action. Summit Prep shall provide a copy of this correspondence to the ICSD.
4. **The special education local plan area in which the school participates.** Written notification to the Special Education Local Planning Area (SELPA) in which Summit Prep participates of the Closure Action shall be made by Summit Prep by registered mail within 72 hours of the decision to Closure Action. Summit Prep shall provide a copy of this correspondence to the ICSD.
5. **The retirement systems in which the school's employees participate.** Summit Prep will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Summit Prep shall provide a copy of this correspondence to the ICSD.
6. **The CDE.** Written notification to the California Department of Education of the Closure Action shall be made by Summit Prep by registered mail within 72 hours of the decision to Closure Action. Summit Prep shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure.
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure.
3. The students' school districts of residence.
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school.
2. A certified packet of student information that includes closure notice, a copy of their child'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.

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer _____

Summit Prep shall observe the following in the transfer and maintenance of school and student records:

1. Summit Prep will provide the District with original 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 at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The 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. Summit Prep will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher grade-books, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and 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 if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

Summit Prep 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.

The financial closeout audit of the Charter School will be paid for by Summit Prep. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Summit Prep will be the responsibility of Summit Prep and not LAUSD. Summit Prep understands and acknowledges that Summit Prep will cover the outstanding debts or liabilities of Summit Prep. Any unused monies at the time of the audit will be returned to the appropriate funding source. Summit Prep 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 Summit Prep participates, and other categorical funds will be returned to the source of funds.

Summit Prep shall ensure the completion and filing of any annual reports required. This includes:

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 the 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 determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal 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 the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Summit Prep Board of Directors ("Board") will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Summit Prep 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.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- 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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the 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 Summit Prep's right to operate as a Charter School or cause Summit Prep to cease operation. Summit Prep and District agree that, due to the nature of the property and activities that are the subject of this petition, 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.

Facilities

District-Owned Facilities: If Summit Prep is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Summit Prep shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Summit Prep will occupy and use any LAUSD facilities, Summit Prep shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Summit Prep agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Summit Prep from conducting its educational programs. If Summit Prep will share the use of LAUSD facilities with other LAUSD user groups, Summit Prep agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Summit Prep will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Summit Prep.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Summit Prep for use. Summit Prep, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing, Licensing.** Use of the LAUSD facilities by any person or entity other than Summit Prep shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
 - (i) **Pro Rata Share.** LAUSD shall collect and Summit Prep shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments.** Generally, Summit Prep shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Summit Prep’s legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Summit Prep to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Summit Prep.
 - (i) **Co-Location.** If Summit Prep is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Summit Prep shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant.** If Summit Prep is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall

provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Summit Prep shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, Summit Prep shall satisfy those requirements to participate in LAUSD's property insurance or, if Summit Prep is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Summit Prep shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Summit Prep is co-locating or sharing the LAUSD facility with another user.

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit). The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in **Element 14**.

Health & Safety: The school will comply with the Healthy Schools Act, *California Education Code Section 17608*, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

Asbestos Management: The charter school will 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.