

SCHOOL CHARTER
of the
Summit Leadership Academy - HD High Desert (SLA-HD)

A California Public Charter School

Submission (December 11, 2006)

Introduction:

The State of California enacted the Charter School Act of 1992 (SB 1448) and subsequent amendments, including AB 544 codified as Education Code Section 47600 et seq., in order to enable citizens to operate public schools in manners consistent with their needs. In so enacting this legislation, they specified the specific intent codified in the Education Code as follows:

Education Code Section 47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school HUSD structure, as a method to accomplish all of the following:

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

A. EDUCATIONAL PROGRAM:

MISSION STATEMENT: Summit Leadership Academy - High Desert is dedicated to instilling core values with a strong emphasis on civic responsibility while pursuing high academic standards.

It is the philosophy of the school to provide a rigorous program of academic study based on the adopted California State Frameworks, and aligned with the California Content Standards, in order to improve pupil learning. The charter will adopt a curriculum approved by the Hesperia Unified School HUSD. The educational program is designed to increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically both high and low academic achievers. The establishment of each student's individual learning goals upon enrollment will encourage the use of different and innovative teaching methods. This approach will create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site. It will provide parents and pupils with expanded choices in grades 9 thru 12 within a public school system.

The individualized interventions inherent with the delivery of this educational program makes the school, with the measurable outcomes and assessment requirements outlined later within this Charter Petition, accountable for meeting measurable pupil outcomes, and provide the school with a method to change from a rule-based to a performance-based accountability system. Delivery of this educational program creates vigorous competition within the public school system to stimulate continual improvements in all public schools and provides a viable alternative to students who have not fully realized academic successes in more traditional learning environments. All school curricula will be established in line with these principles.

The instructional design of the Leadership Academy embodies the key elements recognize by valid research as being essential to a successful career academy, and correspondingly high student achievement. Although the design of the Leadership Academy is quite innovative and somewhat of a new educational framework, a substantial amount of educational research has already been conducted in the area of career academy design. Career academies, tech academies, School to Work Programs and Educational partnerships have existed and have been found to be highly successful for more than a decade now.

Successful academies have been formed based upon programming that prepares students for entry-level employment and preparation for post-secondary education. In addition, successful academy programs are based upon both current and future labor market demands, supported by industry advisory, but most importantly, based upon student need and interest. All of which, are cornerstones of the Leadership Academy design.

Although there has been much research conducted in the area of Career Academies, the most recognized is the educational research conducted by “mdrc”, headquartered in New York, with regional offices in Oakland, CA. It is a non-profit research organization with 30 years experience in designing and evaluation of education and social policy initiatives. “mdrc” defined career academies as designed to prepare a broad section of students for both work and college, career academies are distinguished by three core elements:

- They are organized as schools-within-schools that permit between 100 and 300 students to stay with a core group of teachers by promoting a more personalized and supportive learning environment, where students build a strong relationship between peers and teachers.
- They integrate academic courses with technical and applied courses organized around a career theme(s)
- They establish partnerships with local employers in an effort to strengthen connections between school and work and to provide students with a range of development and work-based learning opportunities.

Additionally, the highly respected arm of the United States Dept. of Justice (OJDP) research center references studies in Career Academy concepts that were conducted by the following:

Ingersoll, S, and LeBoeuf, D. 1997. Reaching Out to Youth Out of the Educational Mainstream. Washington, DC US Dept. of Justice.

Kemple, J.J., and Snipes, J.C. 2000. Career Academies: Impacts on Students ‘Engagement and Performance in High School. San Francisco, CA: Manpower Demonstration Research Corporation.

Summit Leadership Academy - High Desert (SLA-HD) offers a place for any California resident who wishes to educate their child in a setting different from the traditional schools.

This educational program has been designed to encompass all students including those students identified as academically “low achieving.” It is anticipated that most of the students entering the

school will have academic competency levels substantially) below that traditionally expected for their age group/grade level. For each student enrolling in the school, individual learning goals will be established, noting instructional goals and targeting student needs. All students will have a site-based, full-time classroom learning environment where daily attendance is mandatory. If 10 absences occur and are not made up on Saturdays the student may be dismissed from SLA-HD.

The School will be an independent charter school operating in full compliance with all of the applicable laws of the United States and the State of California that affect Charter Schools.

It is the belief of the School that an educated person in the 21st Century will be one who participates constructively in society. He or she will demonstrate knowledge of the arts, cultures, literature, history, other social sciences, mathematics, science, oral & written communication, technology, and career ethics. This person will have developed a broad knowledge base and will have acquired skills that allow him or her to enter the economic mainstream. He or she will work cooperatively to achieve constructive answers to difficult questions for the benefit of society. He or she will acquire an acute awareness of global diversity and a responsibility to the global community. He or she will see his/her actions as an integral part of its diverse community. Skills in reading, writing, speaking and listening will have been acquired. Quantitative reasoning, logic, problem solving, research and independent study will have been integral parts of this person's educational background. Through group activities and project participation, he or she will learn to value friendship, responsibility, cultural diversity, respect for self and others, and the quality of life. Students wishing to attend California colleges or universities will have the opportunity to take courses that meet the AG requirements. A-G course approval will be applied for either directly or indirectly through the HUSD. Furthermore, the SLA-HD has begun the process of becoming Western Association of Schools and Colleges (WASC) approved. In fact SLA-HD, after its initial visitation and committee review by WASC, has been advanced to the formal level of Candidacy by WASC.

Information regarding SLA-HD's status as WASC candidacy and its application for A-G approval will be conveyed to all students, student applicants, and parent/guardian on the SLA-HD Web Page, enrollment information, and parent newsletters.

Learning best occurs when the global pupil has a high level of family support and involvement. However, the environment required for such learning differs dramatically for each student. It is a critical component of the educational program that each student receives the appropriate individual intervention necessary to maximize his/her opportunity to achieve the level of learning necessary.

To support the curriculum, a variety of methods, materials, procedures and experiences are provided to meet individual student needs and learning styles. Project based learning is highly encouraged. Students may choose course content projects, and many textbooks have specific suggestions. Staff members also sponsor interactive projects. These projects must cover the state standards. Students are encouraged to participate in Law Enforcement, Fire Science and Military projects.

In these projects students are providing a service to public safety and solving both anticipated and unanticipated real world problems. Computer based projects are encouraged. Students need opportunities for meaningful experiences, and to achieve these goals they must be able to gather, retrieve, store, analyze, synthesize, and present information by applying computer technology skills.

The staff of the Summit Leadership Academy - HD expects that each student will expand their knowledge, skills and abilities in all academic areas and that by acquiring this knowledge, developing these skills and abilities, these students will become graduates with skills for lifelong success. These skills include being:

- Productive, collaborative workers
- Responsible citizens
- Critical, creative thinkers
- Self motivated, lifelong learners
- Emotionally healthy, secure individuals
- Aware of the value of diverse cultures.

B. COURSE CURRICULA

All the courses are standards based and will contain rubrics for evaluating student work. A sample curriculum for eleventh grade history appears in Attachment A. Core instructional materials and texts will be the same as those adopted by HUSD, which are aligned with the state frameworks and standards. The course curriculum for the elective areas adhere to state and federal guidelines for both materials and instruction. For example, Peace Officers Standards Training (POST) provides the state standards, course curriculum, and instructional materials for all law enforcement training and instruction in California, and is used by SLA-HD.

Academically High Achieving Students

Individual learning goals will be discussed with each student upon enrollment. The inherently individualized nature of the Academy will enable it to provide “stretch” learning goals for even the highest achieving students. These students will be given assignments to cover class material independently in more depth than the class norm. They will also be given meaningful leadership opportunities.

Gifted and talented students demonstrate a varied pace of learning and their needs will be addressed through a differentiated approach which will provide meaningful challenges to further their learning. SLA-HD will utilize a flexible, open-ended, diverse range of options to provide the following:

- _ Appropriate and flexible grouping

- _ Significant interaction with intellectual peers
- _ Consideration of the students' interest and levels of knowledge and ability
- _ Differentiation to meet their needs for acceleration, complexity, and depth in the study of the curriculum
- _ Provision for continuous progress that meets the students' needs and focuses on their areas of strength

Academically Low Achieving Students

Again, individual learning goals will be discussed with each student and parent/guardian upon enrollment. The inherently individualize nature of the Academy will enable it to provide “stretch” learning goals for the low achieving students as well, which addresses both the strengths and weaknesses of each student. The low achieving student will be given remedial assignments to cover class material independently in a manner that suits their individual learning style and academic performance level.

In addition, SLA-HD provides an on-going after school remediation program for those students who might otherwise be falling behind or might be struggling in their core and/or elective subjects. All of which incorporates the following:

- _ Appropriate and flexible grouping
- _ Significant interaction with intellectual peers
- _ Consideration of the students' interest and levels of knowledge and ability
- _ Differentiation to meet their needs for acceleration, complexity, and depth in the study of the curriculum
- _ Provision for continuous progress that meets the students' needs and focuses on their areas of strength

English Language Learners

To accommodate English Language Learners, SLA-HD will administer the CELDT exam to ELL students, along with the other placement exams given to all incoming students. From the results on these exams, teachers will be informed of their student's language levels and will work collaboratively to develop lessons that support English Language development along with the California Standards.

At the beginning of the academic year, students will be heterogeneously mixed in their classes. Those students will be closely monitored as to their academic progress, and for those students who show a continual struggle with the English Language will be assigned a study skills program where the focus will be on improving student's English Language skills. Teachers will be trained in techniques during professional development to support student achievement for the English Language Learner.

C. MEASURABLE PUPIL OUTCOMES

School-wide student performance goals:

SLA-HD school-wide performance goals have been established in alignment with the school's mission statement and expected school-wide learning results.

In order for our students to be able to achieve in their chosen higher education or employment path upon graduation, Summit Leadership Academy - HD holds high standards for their academic achievement. The Leadership Academy - HD aims to achieve the following measurable goals. its fourth year of operations.

- 95% of all seniors will graduate from high school
- 70% of sophomores will pass the California High School Exit Exam by the end of their sophomore year, with all students passing CAHSEE prior to the end of their senior year.
- 70% students will receive at least a C average grade in all their core classes.
- 60% of all students will score at or above proficiency level on the CST or CAPA annually.
- The Summit Leadership Academy - HD API will either meet or exceed its school-wide growth target, as well as the growth target for each numerically significant sub-group.
- Truancy and dropout rates will be equal to or less than the state-wide average
- Attendance rates will equal or exceed 95%

SLA-HD – acknowledges that, based on data analyses and reviews of assessment results, outcomes and performance goals may need to be modified over time.

Core Academic Skills

Students will demonstrate the skills, knowledge, and ability by:

- a. meeting or exceeding established state norms on prescribed state assessments
- b. communicating clearly, verbally and in writing commensurate with their age group, with strong skills in reading, writing, speaking and presentation
- c. demonstrating the proper use of verbal and written language in personal expression and in multiple forms (e.g. written, oral, multimedia) appropriate to the setting and audience
- d. understanding and applying the knowledge, concepts, principles, and themes learned in the social sciences (history, geography, political science, economics, and philosophy) in order to serve as citizens in a culturally diverse world
- e. understanding and using scientific research and inquiry, to understand and apply the major concepts underlying various branches of science which may include physics, chemistry, biology, ecology, and physical science.
- f. developing abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects.

Lifelong Learning Skills

Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

- 1) study skills and habits (e.g. research skills, studying strategies)
- 2) creative expression through various forms of the arts
- 3) ability to plan, initiate, and complete a project using computers
- 4) ability to evaluate one's own and other's learning by using peer review

Social/interpersonal skills

The students will demonstrate:

- a. leadership and citizenship skills by formulating and implementing service projects to the community
- b. the ability to resolve conflict with peers and staff
- c. compassion for others
- d. cooperation with others in and out of the school setting

Healthy adult life

- a. skills in personal financial management
- b. employment skills, eg developing resumes, interviewing, grooming, & appearance
- c. higher education application, eg financial aide, applications, grant writing and foundation resources

Teachers will review assessment data to identify general areas of needed improvement, modify curriculum and course content to meet those needs, gather new and additional instructional resources, and create new assessments to measure continued progress.

Rubrics will be provided to students as scoring measures that are used to assess what students know and can do. The rubrics will define what students are expected to achieve and will have a scale of degrees of accomplishment built into them.

In addition, criterion referenced tests, performance based assessments, homework completion and class participation will form the basis evaluating student performance and determining student grades. So long as the state requires a graduation competency exam, that vehicle will be adopted and administered. The SLA-HD will comply with all applicable laws pertaining to this subject.

D. METHODS TO ASSESS PUPIL PROGRESS TOWARD OUTCOMES:

Student progress will be measured by periodic assessment to determine that the student is meeting or exceeding grade level growth for each subject area, and the required minimal performance levels necessary to attain each course standard, and are aligned with SLA-HD's mission statement and goals.

Due to the unique nature and design of the SLA-HD educational program, it utilizes both traditional and alternative means of student assessment. There are multiple instruments in place that are valid, and have been deemed reliable. These instruments include all required federal, state, and local/HUSD assessments. The Charter shall meet all state-wide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards is authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Testing results will be collected in both aggregate and dis-aggregate form, and analyzed by instructional staff and administration on an on-going basis, in order to determine if students are meeting and/or exceeding the required minimal performance levels. These testing results and findings will be published in conformance with state and local requirements.

The following tables indicate SLA-HD standards and courses and their respective measurable student outcomes, instruments that will measure student progress toward meeting outcomes, and how SLA-HD defines the level of mastery for each of the outcomes. The assessments are aligned to the school's mission of preparing developing in students both the academic and technical ability to lead and direct. The core curriculum is designed *to* achieve the measurable student outcomes at the level of mastery shown below:

nts take responsibility for their tions	nts complete school, earn acceptable grades, are not suspended or <u>removed</u>	ol completion rate; report cards; suspension rate	nts who enter SLA-HD graduate; grade point average is 2.0 or better; and <u>demonstrates good</u>
red for careers in 21 st century, eligible for college and uniformed service	uates enroll in college or join a uniformed service	SEE results; graduate college attendance rate; entry to uniformed services	score of 350 or higher on each part of the AHSEE; graduating seniors are enrolled in college or trade school the fall after graduation or join a uniformed service
HD	RSES		
bra	ent mastery of Algebra I content standards	ra I CST	D Benchmark Testing
metry	ent mastery of Geometry content standards	metry CST	D Benchmark Testing
bra II	ent mastery of Algebra II content standards	ra II CST	D Benchmark Testing
gy	ent mastery of Life Science content standards	gy CST	D Benchmark Testing
ical Science	ent mastery of Physical content standards	cal CST	D Benchmark Testing
d History	ent mastery of World History content standards	l Science CST	D Benchmark Testing

Government	Student Mastery of Govt content standards	Science CST	D Benchmark
United States History and Geography	Student mastery of U.S. History content	Science CST	D Benchmark Testing
English Language Arts	Student mastery of English content standards	Grades 9, 10, 11, & 12 CST	D Benchmark Testing

The SLA-HD – assessment system will include consistent, ongoing assessment of student learning that will guide the next phase of instruction and end-of-year course exams, on demand reference exams, and culminating projects that provide a more intense assessment of what students have learned over a time period. With this assessment we will create a uniform grading system where grades are linked to standards and have uniform performance standards across teachers within the school. The assessment system will drive learning, instruction, and accountability.

Because academic standards outline what every student should know and be able to do, they define excellence and equity. The school’s curriculum is based on standards focusing on the big ideas, encompassing critical skills, and fostering habits that will produce lifelong learners. Our assessments will tie in directly to curriculum based on the California standards, delineating how students will demonstrate that they understand the big ideas and can put their skills into practice.

Summit Leadership Academy - HD will have rigorous assessment and goal setting programs to measure students’ proficiency levels and ensure that each student is making progress toward becoming a responsible, well educated adult. At Summit Leadership Academy - HD, students will be assessed regularly from the time they enter the school through graduation and teachers will monitor their progress closely.

Teachers will closely monitor student progress and students will be expected to demonstrate their mastery of locally developed competencies based on state standards as they progress through their courses of instruction. As one method of measuring pupil progress, assessments will be conducted pursuant to 47605(c)(1), which requires SLA-HD – to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to pupils in charter schools.

Multiple forms of assessment will be used to measure student achievement and progress, tailor programs of instruction, and validate and continuously improve teaching methods.

USES OF ASSESSMENT DATA

Assessment data will be used as follows:

Uses of Assessment Data	Determine
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Individual student data from STAR, California High School Exit Examination (<i>CAHSEE</i>), and locally adopted assessments of standards mastery.	Which students need interventions tailored to meet their individual needs; whether students are progressing in their programs of instruction and are ready to transition from lower to upper division courses.
STAR and <i>CAHSEE</i> grade and school data, by content area; standards mastery data from locally adopted assessments, by grade and school-wide.	Which standards require greater focus system-wide; effectiveness of instruction in evaluations by external auditors.
STAR data, by class (Compare ninth grade scores in 2004 to tenth grade scores in 2005.)	Whether a class of students is experiencing growth or loss of achievement compared with national norms.

Data regarding enrollment in and completion of UC and CSU <i>a-g</i> requirements higher-level mathematics and science courses, and college units disaggregated by race or ethnicity, special education status, gender, and English learner (EL) status.	Whether increasing numbers of students and subgroups are being prepared for higher education. Whether students in underrepresented populations are completing requirements at the same rate as that of whites and Asian Americans.
Completion or graduation rate data and data from follow-up interviews with dropouts, disaggregated by race or ethnicity, EL status, and special education status.	What needs to be changed to increase the retention rate. Whether a disproportionate number of students in underrepresented populations are experiencing problems.
Attendance and discipline data and data from follow-up focus groups, disaggregated by race ethnicity and EL Status.	When and where problems are occurring Whether a disproportionate number of students in underrepresented populations are experiencing problem. What families and students see as problems and potential solutions.
Postgraduate data	What <i>really</i> happened to graduates in college and/or in the workforce, and what former students believe should be done differently in school

To ensure our educational programs serve the school’s guiding principles and vision, “process” data, both objective and subjective, will be utilized to help continually improve the learning environment. Analysis of student outcomes will be used to determine how and what we teach, and

to develop improved teacher support and training. Additional data from locally developed assessments and surveys will be used to determine how well SLA-HD is achieving its goals and meeting the needs of its stakeholders. The data collected from these assessments and surveys will be utilized to refine our educational environment, design programs to inform stakeholders of the school's goals and pedagogic approach. Assessments will be conducted pursuant to E.C. 606002.5. The types of assessment to be used to evaluate pupil progress will follow state guidelines and may include:

- _ Norm-referenced achievement tests, including but not limited to STAR, Advance Placement Examinations, the SAT and/or ACT;
- _ Performance-based assessments;
- _ Teacher evaluation based upon clearly specified criteria for scoring pupil work, including state standards aligned tests and quizzes, critical thinking and problem solving assignments, and in-class participation;
- _ HUSD Bench mark testing results

ACADEMIC PERFORMANCE INDEX (API)

The API will be used to compare the position of SLA-HD with that of other schools in the state of a similar nature. The API will also be used to identify underperforming subgroups and develop remediation strategies and programs, as appropriate.

OTHER ASSESSMENTS

- a. authentic assessment
- b. nationally normed standardized achievement testing as needed
- c. end of unit testing
- d. project completion
- e. field experience written and video taped
- f. participation in and adherence to individual contracts
- g. group discussions and analysis
- h. SLA-HD and Hesperia Unified School HUSD's performance criteria
- I. California sanctioned and/or required (STAR) (CAT6), including performance based assessments
- j. All required state, federal and HUSD required forms of assessments

The student outcomes will be measured by periodic assessments chosen for their appropriateness for the standards and skills they seek to measure, which are aligned to the school's mission statement (see above) to determine that the student is meeting or exceeding national averages or grade level growth for the subject area assessed. A baseline will be established by the administration of an initial assessment performed to monitor such growth within established benchmarks.

The SLA-HD will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60605 and any other statewide standards is authorized in statute or pupil assessments applicable to pupils in non-charter public schools.

Students will be measured in non-curriculum areas such as class attendance and discipline to ensure that they are performing against their commitments to be positive influences at school. For example, Summit Leadership Academy - HD will actively track each student's attendance numbers as well as the number of discipline actions against them (tardiness, detentions, suspensions, etc.). Non-curriculum areas are often overlooked at high schools when it comes to assessment, but SLA-HD believes that students develop quicker when they are held accountable for both performance and conduct.

E. GOVERNANCE STRUCTURE:

The Summit Leadership Academy - HD will operate as an independent, locally funded charter school, and as such HUSD will not be liable for the debts or obligations of SLA-HD, or for claims arising from the performance of acts, errors, or omissions by SLA-HD. (Ed. Code 47604, sub.(d) ©. SLA-HD will operate as a nonprofit public benefit corporation. SLA-HD is currently in the process of applying for its 501 © status..

The Summit Leadership Academy - HD will be governed by its five member independent SLA-HD Board of Trustees. Ultimate responsibility for the governance of SLA-HD will rest with the SLA-HD Board of Trustees, which will engage the *Founder and Program Director* to implement its will. The Board will be the ultimate governing body and will be responsible for major strategic and policy decisions related to the SLA-HD.

Furthermore, The SLA-HD's Governing Board will function as the final authority on all matters. Details of specific functions are detailed in SLA-HD's by laws. The SLA-HD governing board's role shall be to establish and/or adopt and monitor the philosophies, policies and budget of the school. The SLA-HD Governing Board shall adopt conflict of interest policies consistent with the requirements of the California Fair Political Practices Commission (FPPC). (No member shall serve on the SLA-HD Governing Board who is also participating directly or indirectly in any operation of this charter). The Governing board of SLA-HD will take action by majority vote and be subject to the Brown Act

The HUSD governing board shall be the exclusive body capable of effecting an amendment to this charter. This Board of Trustees and the State Board of Education shall have the exclusive authority to revoke, or otherwise terminate this charter, but such shall be limited to those reasons as specified in the Education Code authorizing such action only.

The day-to-day operations of SLA-HD will be the responsibility of the Program Director. The Program Director will be directly responsible to the **Founder SLA-HD Board of Trustees**, with the Founder *also* being directly responsible to the Charter Governing Board.

Program Director's Responsibilities

- hire staff
- enlist a high level of parent and staff involvement
- evaluate staff
- make day-to-day decision
- oversee student activities
- implement the curriculum
- coordinate field trips
- participate in school/community affairs
- promote professional and academic excellence
- deploy and manage technology program
- oversee SLA-HD's enrollment
- give customer satisfaction high priority
- assure regular school/home communication
- resolve personnel issues at the primary level
- oversight of all SLA-HD elements
- fund-raising
- contract for services
- be accountable for the implementation of SLA-HD's charter
- oversee the Yearly Audit
- oversee the Charter Advisory Board
- oversee the grant writers
- report to the **Founder**

Founder

The Founder's responsibilities shall be the following:

- *Direct and oversee fundraising events and activities*
- *Identify and pursue additional sources of revenue*
- *Provide and direct community support programs*
- *Engage in Civic events and activities*

- Represent SLA-HD in various community and social events
- Other duties and responsibilities as identified by the Board

Charter Advisory Committee

In order to ensure parental/student involvement in the operation of the school program, a Charter Advisory Committee will be established. It will make recommendations to the SLA-HD Governing Board regarding curriculum, budget and school policies. The committee shall consist of parents of students past or present, teachers, clerical staff, and administration. The Program Director shall serve as permanent Chair of this committee with board members serving a one year term established through a nomination/election process occurring in June of the previous school year. Selection will be based in part on the individual's interest in, and their commitment to SLA-HD.

At least biannually, the Charter Advisory Committee:

- consult with parent and teachers regarding the school's education program.
- entertain parent suggestions and concerns
- oversee curriculum and services
- participate in developing a yearly plan

F. EMPLOYEE QUALIFICATIONS:

Founder

The Founder will have proven business and leadership quality with the community, mentors, educators and students. He/she shall have a criminal background check performed pursuant to *Education Code Section 44830.1*.

Program Director

The Director will hold a valid California credential and will be employed by and report to the ~~Founder~~ *SLA-HD Board of Trustees*. The Director shall have a criminal background check performed pursuant to *Education Code Section 44830.1*

Teachers

Classroom teachers teaching core subjects (language arts, mathematics, science, health, social studies) will hold valid California teaching credentials and will be employed by and be responsible to the Program Director. Specialists and/or practitioners may teach non-core subjects, however they must have 5 years experience in their field, or a combination of field experience and subject specific education/training. Non-core subjects are any subjects not specifically listed above as "core" subjects. Teachers shall have a criminal background check performed pursuant to *Education Code Section 44830.1*.

It is affirmed by SLA-HD that teachers will satisfy the requirements of the No Child Left Behind Act, including but not limited to the hiring of the most “highly qualified” teachers in their respective areas of instruction.

Classified Personnel

All classified personnel must meet the qualifications and standards established for employment purposes by SLS-HD and are responsible to the Program Director. All classified employees shall have a criminal background check performed pursuant to *Education Code Section 44830.1*. In addition, it is expected that all employees of SLA-HD will have a solid understanding and appreciation of the importance of customer satisfaction and its importance to the success of the program. All background checks will be completed by SLA-HD for all SLA-HD employees.

Staff will be selected based on knowledge and/or experience related to the specific position for which employment is sought. Appropriate education and/or certification will be required. It is affirmed by SLA-HD that classified staff will satisfy the requirements of the No Child Left Behind Act, including but not limited to the hiring of the most “highly qualified” staff in their respective areas of instruction.

Within the provisions of the law, the school reserves the right to recruit, interview and hire anyone at anytime who has the best qualifications, knowledge, education, and/or certification to fill any of its position vacancies.

Non Discrimination

The School will not discriminate against any applicant or employee on the basis or race, creed, color, national origin, age, gender, disability, or other basis prohibited by law.

G. HEALTH & SAFETY OF PUPILS & STAFF:

The Summit Leadership Academy - HD believes that every student has the right to attend a school that is safe and secure, and that it is the responsibility of every staff member, student and parent to ensure and maintain that secure educational environment.

All individuals employed by SLA-HD and enrolled students, will be subject to the same standards required by the HUSD policy pursuant to state and federal law. SLA-HD will maintain the following:

- upon enrollment students and staff will provide records documenting immunizations
- policies and procedures for response to natural disasters and emergencies
- policies relating to preventing blood borne pathogens
- policies relating to the administration of prescription drugs and medicines

- a policy that the school will be housed in facilities that have received clearance by the Fire Marshall and that have been evaluated by a qualified structural engineer who has determined that the facilities present no seismic safety hazard
- a policy establishing that the school functions as a drug, alcohol, and tobacco free workplace
- a requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by *Education Code Section 44237*
- policies and procedures for sexual harassment/hostile work environment
- a policy against sexual harassment and a hostile work environment

H. RACIAL AND ETHNIC BALANCE:

No person shall be denied employment based upon, ethnicity, creed, gender or disability. In addition, SLA-HD shall engage in recruitment practices and procedures attracting individuals that help to establish racial and ethnic balance.

No student will be denied admission to the School based on ethnicity, creed, gender or disability. SLA-HD will implement recruitment strategies that include but are not limited to the following elements:

1. Development of promotional and informational material that appeals to all of the various racial and ethnic groups located within the HUSD's boundaries
2. Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve various racial, ethnic and interest groups in HUSD's attendance boundaries.

I. ADMISSION REQUIREMENTS:

Notwithstanding that SLA-HD is a school of choice, all students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. SLA-HD students must have the ability to work independently, demonstrate the ability to be a team member (when appropriate), and show continual growth and achievement. Admission to SLA-HD will not be determined by place of student residence as long as the student resides in San Bernardino County. Admission is on a voluntary basis. No admission fees will be charged. SLA-HD will be nonsectarian in its programs, admission policies, employment practices, and all other operations. No student shall be discriminated against on the basis of ethnicity, national origin, gender, or disability. The school will comply with all federal and

state laws as to the admission of all students. Prior to admission, all parents/guardians will be required to sign a contract indicating they understand SLA-HD's performance expectations, philosophy, program and dress uniform code.

Parents will be required to play an active role in creating a positive and productive learning environment in the home:

- a. attending parent/teacher conferences
- b. attending school meetings
- c. volunteering to serve on SLA-HD's school projects, charter advisory committee, and/or on various school ad-hoc committees
- d. assuming responsibility for their child's behavior
- e. adhering to the goals and objectives of SLA-HD
- f. providing records from previous school(s)

J. ANNUAL AUDIT:

Financial

SLA-HD's board of trustees will select an outside auditor and oversee the completion of an annual financial audit. The audit will verify the accuracy of the school's financial statements, attendance and enrollment, accounting practices, and review the school's internal controls.

The audit will be conducted in accordance with generally accepted accounting practices applicable to the school, and will be completed by December 15. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any procedural reports. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year and that a copy of the report will be forwarded to the *Founder Program Director*, the business office of HUSD and the SLA-HD School Board of Trustees. They will review any audit exceptions or deficiencies and make recommendations on how to resolve them. The SLA-HD Board of Trustees in conjunction with the *Founder Program Director* will report to HUSD regarding as to how the exceptions and deficiencies have been or will be resolved by February 15 of the following year.

K. STUDENT SUSPENSIONS AND PLACEMENT:

SLA-HD shall maintain a comprehensive set of student discipline policies and procedures that are based upon individual student rights, all applicable laws and regulations, the right of due process and appeal, with the purpose of teaching and maintaining appropriate student behavior, while at the same time helping to ensure the safety and security of all Summit Leadership Academy - HD students and staff members. SLA-HD/Student/Parent contract shall be the cornerstone of the Student Discipline Policy.

These policies and procedures will be printed and distributed as part of the school's student handbook. The handbook will clearly describe the school's expectation regarding attendance, work habits, dress code, safety, mutual respect, violence and substance abuse. The students and their parents must verify that they understand the contents of the handbook and sign indicating their compliance with the rules.

A behavior Intervention Contract, which will contain a plan formulated and followed for every student who from past records, indicates a need for such a contract, notwithstanding those students who are required to have a behavioral intervention plan according to their IEP or 504 accommodation(s).

Violation of one or more of the following acts may result in either demerits or suspension, or both: (Multiple offenses or repeated offenses of the following will result in more severe consequences)

- Theft, destruction or defacement of school or personal property during school hours or during school sponsored events. Parents will be held financially responsible.
- Defiance, disrespect or abuse of school authority.
- Harassment.
- Hazing.
- Food, candy, drinking in the classroom.
- Gum (anywhere on campus).
- Out of seat without permission.
- Dress code violation.
- Poor use of classroom work time (not working, talking ...).
- Bringing electronic devices to school.
- Camera phones and dangerous objects/weapons
- Misuse of cell phone or pager.
- Public display of affection (inappropriate touching/kissing).
- Profanity.
- Unexcused PE nonparticipation.
- Cheating.
- Forgery.
- Lying.
- Fighting
- Profanity or vulgarity in word or gesture.
- Narcotics possession or use (marijuana, dangerous drugs or other harmful substances).
- Smoking or possessing tobacco products on campus or at school sponsored events.

- _ Being under the influence of or possessing alcohol or any controlled substance at school or any school sponsored event.
- _ Any infraction not listed but considered sufficiently serious by the Program Director, including weapons and all dangerous objects

Progressive Discipline Policy/Procedure (SLA-HD Demerit Discipline Policy)

The Summit Leadership Academy – High Desert
Demerit Discipline Notice

Dear Parent/Guardian:

Your child has received _____ demerit points for _____.

Good student behavior is an important ingredient of the Summit Leadership Academy - HD environment. Please refer to the Summit Leadership Academy - High Desert handbook for the specific school rules. If your student earns more than 20 demerits during the school semester, he or she may be formally removed from SLAHD. We believe that discipline and good communication are important to the student, parent and teacher.

As an intermediate step to a student being excluded from the SLA-HD, you will be contacted by the teacher when your student has reached a cumulative total of 10 demerit points and asked to come in for a conference with your student's teachers. If the inappropriate behavior continues and your student obtains a cumulative total of 20 demerit points, you as the parent/guardian will be required to attend a conference with the Program Director or Assistant Program Director and a behavior contract will be issued.

Student Name	Student Signature	Date
Parent/Guardian Name	Parent/Guardian Signature	Date
Teacher/Program Director	Teacher/Program Director	Date

<u>candy drinking in the classroom (Excerpt Water) passing period (anywhere on campus)</u>	1
<u>f seat/out of class without permission</u>	1
<u>code violation</u>	1
<u>use of classroom work time (not working, talking ...)</u>	1
<u>ing electronic devices to school, including camera phones (confiscation of device)</u>	2
<u>spect to others</u>	2
<u>se of cell phone or pager (confiscation of phone or pager)</u>	2
<u>display of affection (inappropriate touching/kissing)</u>	2
<u>ility /inappropriate gestures</u>	2
<u>used PE non-participation</u>	2

ing	(In-House Suspension)	3
nce/inappropriate behavior	(In-House Suspension)	3
rv	(In-House Suspension)	3
	(In-House Suspension)	3
ng (attempt to cause injury)	(Suspension)	3
-use, sell or provide, including look-a-likes/paraphernalia	(Suspension)	3
Harassment	(Suspension)	3
ons/dangerous items	(Consideration for removal)	

Students receiving demerits, depending upon the severity of the rule violation, will be placed on “in-house” suspension and required to study quietly in an area separate from other students and will not participate in student activities of any kind. In-Suspension is intended to remove the student from peers and the class environment. This separation provides the student time to reflect on his/her behavior and a possible pattern of behavior that will be more positive.

(Students shall not be suspended or formally removed for academic failure.)

The Program Director or his/her designee and at least one additional credentialed person will conduct suspension and formal removal hearings. After receiving a school suspension, the student’s parent/guardian will be notified by telephone and required to come to the school to sign the suspension notice, and behavior contract where their student agrees to behave properly and follow all school rules in the future.

All discipline matters will be conducted in compliance with California Education Code, as well as constitutional due process for all students, including those with disabilities. Discipline policies and procedures will be reviewed and modified if necessary on a yearly basis by the Board of Trustees.

Formal Removal

A student may be formally removed from Summit Leadership Academy - HD for any of the following major violations or repeating any violation listed under suspension:

- Possession or use of any weapons or firearms on school premises or at school sponsored events.
- Providing or selling narcotics of any kind (immediate expulsion).
- Inflicting or causing bodily harm to any person on campus.
- Assault or battery, or any threat of force or violence directed toward anyone.
- Fighting.
- Theft of, tampering with, or unauthorized handling of a teacher’s grade book, textbook, handbook, keys, briefcase, or other personal items.
- Tampering with fire alarms or extinguishers.
- Any infraction considered sufficiently serious by the Program Director, or where no other means of correction is feasible, and/or the student’s continued presence on campus represents a safety or security hazard to themselves or others. (multiple suspensions, consistent defiance, etc.).

DUE PROCESS FOR STUDENTS AND PROCEDURES FOR ENSURING RIGHTS OF STUDENTS, INCLUDING APPEALS OF DISCIPLINARY ACTION

(Parent or guardian shall have the right to appeal any disciplinary action by SLA-HD)

SLA-HD appeal process:

Level I – A meeting shall take place with the Parent/Guardian and the Program Director or designee. The purpose of this meeting is to resolve the dispute at this level if at all possible. The Program Director or designee shall put the results of this meeting into writing.

Level II – If satisfaction is not met at Level I, a second meeting shall take place with the parent/guardian and ~~the Founder~~ *none other than the Program Director*. The results of this meeting shall be put into writing and sent to the parents within 5 days of the meeting.

Level III – If satisfaction is not met at Level II, the parent/guardian shall have the right to present their dissatisfaction directly to SLA-HD Board of Trustees. The Board of Trustees shall have the final decision in the matter.

REVIEWS OF DISCIPLINE POLICIES AND PROCEDURES

The SLA-HD Leadership Academy Board of Trustees will review discipline policies and procedures annually and modify them as needed.

L. STRS, PERS & FICA PARTICIPATION:

All employees will be eligible for enrollment in the appropriate retirement system based on their category of employment. Employees will be enrolled in STRS or CalPERS as appropriate. Eligible employees will also make contributions to the Federal Social Security System as required by law.

M. PUBLIC SCHOOL ATTENDANCE ALTERNATIVE:

No student will be compelled to attend the SLA-HD School. All students will have the option of attending any other public school they would otherwise be eligible to attend in the absence of the SLA-HD School. No student enrolled at SLA-HD will have the right of admission to a particular school in the HUSD as a consequence of enrollment at SLA-HD.

N. EMPLOYEE RIGHTS

No person employed by HUSD will be required to work at SLA-HD

- a. The employee is obligated to fulfill the responsibilities of the SLA-HD School assignment for the entire academic year
- b. Employee contracts will be issued to all employees of SLA-HD.
- c. The director will evaluate each employee, and evaluations will be structured to maintain high standards and elicit high customer satisfaction

O. RESOLVING DISPUTES RELATING TO PROVISIONS OF THE CHARTER:

In the event that a dispute arises relating to the interpretation or application of provisions of this charter, the following procedure shall be used to resolve the controversy:

- 1. The person(s) disputing the provision(s) of the charter shall submit a written summary of the problem to the Program Director of Summit Leadership Academy - HD High Desert, who shall have thirty days in which to attempt to resolve the dispute. SLA-HD shall issue a written resolution within thirty days of receipt of the written summary of the problem.
- 2. If the SLA-HD Program Director is unable to resolve the dispute the matter can be submitted to the SLA-HD Governing Board of Trustees.
- 3. The SLA-HD Board of Trustees shall have thirty days to review the written summary of the problem, and if they so choose, hear oral comments from necessary parties. Following the Board's consideration of the matter, it shall render a final written decision. The Board's final decision shall issue as soon as practicable

P. EXCLUSIVE PUBLIC SCHOOL EMPLOYER:

The school shall be the exclusive public school employer of all employees working for the school.

Q. MODIFYING THE CHARTER

Amendments to this Charter shall be made by the mutual agreement of the governing boards of SLA-HD and HUSD. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

R. REVOKING THE CHARTER

This Charter may be revoked by HUSD Governing Board based on, but not limited to, violations or failures by the SLA-HD staff such as:

1. violation of the conditions, standards, or procedures set forth in the Charter
2. failure to assess pupil performance as identified in the Charter
3. failure to meet generally accepted accounting standards for fiscal management and violation of any provision of law

S. SEVERABILITY

The terms of this contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed upon otherwise by HUSD and the governing board of SLA-HD. The HUSD and the school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely and good faith manner.

T. PROVISION FOR CHARTER CLOSURE

In the event the Charter is revoked under the provisions of Education Code section 47607 (b), or closed by the charter operators, the following procedure shall be followed:

- An independent audit as outlined in Provision I herein shall be performed;
- Such audit shall be paid for by proceeds from the remaining assets of the charter;
- All outstanding liabilities identified by said audit will be satisfied from the remaining assets;
- In no event shall the authority that granted the charter be responsible to discharge any of the liabilities;
- All remaining assets after the discharge of all liabilities shall revert to the State of California. The State Controller shall determine the appropriate guardian of the assets to assign as the fiscal agent for the state.
- All student records shall be maintained by the SLA-HD Program Director or his/her designee subsequent to closure, until such time as those records can be safely transferred to the HUSD's Registrar or appointee. The maintenance and transfer of said records shall be conducted in a manner that is consistent with the requirements of Ed. Code 47605 (b)(5)(P). The transfer of student records shall take place on or before the fifteenth (15th) day of SLA-HD closure.
- In addition, upon graduation or matriculation, parents or guardians will be provided with a printed or electronic transcript of their students' academic progress at SLA-HD, along

with other relevant information, thus maintaining an independent copy of pupil records. This independent copy will be in addition to the HUSD maintained records.

GENERAL PROVISIONS:

A. BUDGET

The school shall submit an annual budget for review by the Hesperia Unified School HUSD Governing Board based on reasonable projections of enrollment, average daily attendance, revenues, expenses, and ending fund balances. Budgeted expenditures are to be presented in a similar format to that used by the HUSD. The budget shall be submitted not later than May 1 proceeding the budget year.

Pursuant to the provisions of Education Code Section 47600, et seq. a three year estimated operating budget has been developed by HUSD.

B. INTERIM REPORTS

The school shall submit two (2) interim financial reports during the budget/fiscal year to the HUSD for review. The interim reports shall depict reasonable financial projections for the interim periods. The first interim report is due December 15 reporting year-to-date financial data for the period July 1 through October 31. The second interim report is due March 15 reporting year-to-date financial data through January 31. Both reports shall show an estimated ending balance. In addition the school shall provide an “estimated actual” financial report no later than May 30 of the fiscal year.

C. FUNDING

Summit Leadership Academy - HD High Desert is an independent and locally funded charter granted under the provisions of Education Code Section 47600 et seq. It shall be funded under the provisions of the Charter School Funding Model as contained within Title 5 of the California Code of Regulations. Such appropriations shall be made directly to the HUSD, with the funds being held by the San Bernadino County Office of Education..

The HUSD shall cooperate with SLA-HD, and SLA-HD with the HUSD, in regard to applying for, receiving, paying, etc. of any funding the HUSD or SLA-HD becomes eligible for out of the establishment and operation of this Charter.

D. OVERSIGHT FEES:

To assist in covering the costs of the oversight and processing functions performed by the HUSD, the School shall pay an amount equal to 1% of every payment received by the School from any source for sums due from the application of the normal appropriations funding model.

Any amounts received for other ADA generated revenues, including, but not limited to, Lottery funds shall be included in said 1% payments.

Any funds received in whole, or in part, due to the cooperation of the HUSD shall also be included within the 1% calculation.

Any funding not associated with the Regular Revenue Limit Funding, Property Tax distributions, or other Categorical funding, such as but not limited to, Special Education funding funded to a SELPA, various grants applied for by the School, endowments, etc., shall not be subject to the calculation of the 1% oversight fee, unless the HUSD assisted in the process of the receipt or qualification for said funding.

The School shall pay any amounts calculated under this provision to the HUSD within forty-eight (48) hours of receipt of the funds. Receipt of a Notice of Funding, or any similar notification shall not constitute receipt of funding.

E. CALENDAR:

(See attachment B)

F. SPECIAL EDUCATION:

1. Federal and State Judicial Mandates

Summit Leadership Academy - HD will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, ADA, Office for Civil Rights mandates and AB 602 in order to assure that all students with disabilities are accorded a free, appropriate public education (FAPE).

No student otherwise eligible to enroll at SLA-HD will be denied enrollment based on his or her disability status.

If the HUSD, a court of law, or a federal or state agency determines that SLA-HD has failed to comply with the terms and conditions of any court order and/or consent decree, SLA-HD is solely responsible for all costs, attorney fees, or other remedies associated therewith.

SLA-HD will participate in the quality assurance process for special education including verification reviews, coordinated compliance self-reviews, complaints, and the local plan.

2. Public School Status

SLA-HD will function as a “public school of the local education agency (LEA) that granted the charter” for purposes of providing special education and related services pursuant to Education Code Section 47641(b).

Therefore, SLA-HD indemnifies the HUSD for any and all liability resulting from a failure of SLA-HD and/or its employees to adhere to HUSD and Special Education Local Plan Area (“SELPA”) policies and procedures regarding the identification and education of children with disabilities. Indemnification shall extend to any and all costs resulting from a due process hearing request, civil action, or compliance complaint with the California Department of Education, including but not limited to attorney’s fees and costs, an order of compensatory education and/or reimbursement, and any costs associated with a settlement agreement to resolve a due process hearing, civil action, and/or compliance complaint.

SLA-HD shall extend full cooperation with the Desert/Mountain SELPA. Applicable policies, procedures and regulations of the SELPA shall be applied as policies, procedures and regulations of the Charter.

It is specifically agreed that in no event shall any funding available to SLA-HD adversely impact HUSD funding. To this end, an MOU between the HUSD and SLA-HD shall be created establishing how the cost of special education and related services, including transportation and placements in non-public schools, will be apportioned between the two parties.

SLA-HD will provide its own special education services and instruction to the students it serves, as set forth in the IDEA. Students enrolled in SLA-HD are entitled to special education services provided in a similar manner to students enrolled in other public schools [California Education Code, Section 47646 (a)]. SLA-HD will implement a program based on an inclusive philosophy and model that focuses on preventing learning deficits and comprehensively serving students with disabilities.

SLA-HD will implement and review programs and services, including related services, required by IEPs of its students to support the movement of the students into less restrictive environments and increase the interactions of these students with non-disabled students.

SLA-HD will certify student eligibility and participation in special education programs and services according to HUSD procedures that include the use of the web-based system to input IEP data or any other system required by HUSD.

3. Funding Allocation

SLA-HD will receive its allocated share of AB602 special education funds. The allocated amount will be calculated using a funding model based on student population (average daily attendance). SLA-HD will keep daily attendance for each student it reports and certifies according to HUSD procedures. SLA-HD may request specific services from the HUSD on a fee basis, and such services will be granted subject to availability.

The HUSD shall be entitled to collect an encroachment from SLA-HD that will be equal to the percentage of general funds encroached by the HUSD to support HUSD wide special education programs. The annual encroachment percentage collected from SLA-HD may vary from year to year depending on the HUSD's internal encroachment. The calculation of SLA-HD's encroachment contribution will be based upon a formula designed by the HUSD's Budget Services Office. SLA-HD may request specific services from the HUSD on a fee basis, and such services will be granted subject to availability.

If SLA-HD IEP team unilaterally, without HUSD representation, places a student in a special education program provided by another entity, SLA-HD is fully responsible and accountable for the quality of the program and for any costs it incurs from such a placement.

4. Search and Serve

SLA-HD is responsible for identifying and referring students with disabilities enrolled in the school that may require assessment for special education eligibility and services. SLA-HD will utilize HUSD's Special Education support staff to support students at risk of being considered for more restrictive placement. The Student Success Team is a total school commitment to providing assistance in the general education classroom to students with special needs. It begins with a meeting involving the school administrative staff, teachers, parents and other school resources, which are responsible for working with a student who requires assistance. The meeting provides an opportunity for each of the participants to share information and ideas that would improve the student's ability to participate in his or her classroom. The team may recommend program modifications, use of alternative materials or equipment, and/or strategies or techniques that will enable the student to participate more effectively in the regular classroom.

The Student Success Team is not a special education function. It is not subject to the special education timelines or legal requirements. SLA-HD will refer a student for a special education assessment when the team identifies that the modifications or assistance provided in the general classroom is not sufficient in meeting the student's needs. SLA-HD may choose to refer a student for services through the provisions of a Section 504 Plan if it appears appropriate.

The Student Success Team assists students by providing modifications and alternatives to meet the student's needs. The Student Success Team functions stimulate the school community to work together with the common purpose of providing appropriate interventions and assistance for students with special needs in the least restrictive environment.

SLA-HD is responsible for developing the Assessment Plan, providing the assessment, conducting the team meeting, and implementing and reviewing the Individual Education Plan (IEP) for referred students in accordance with IEP federal, state, and local requirements. The IEP team shall ensure the participation of a HUSD special education representative at any IEP team meeting when it is anticipated that special education service options will be considered, within least restrictive environments other than those of SLA-HD.

5. Referral Process

The referral process is a formal, ongoing review of information related to students who are suspected of having disabilities and who show potential signs of needing special education and related services. Parents may refer their child for assessment for special education services. Teachers, other school personnel, and community members may also refer a child for an assessment. Within fifteen days (not counting school vacations greater than five days) of the receipt of a referral for assessment, the parent will receive a written response from SLA-HD.

The referral for assessment process includes looking at student screening information and making a decision about whether or not to conduct a formal educational assessment. If SLA-HD determines that an assessment of a student is not appropriate, the parent will receive written notice of this decision.

If SLA-HD determines that an assessment is appropriate, the parent will receive an assessment plan. The assessment plan describes the types and purposes of the assessments that may be used to determine eligibility for services.

6. Assessment Procedures

The parent must consent to the assessment plan by signing the assessment plan before the assessment can take place. SLA-HD then has 50 days (not counting school vacations greater than five days) from the receipt of the parent's signed assessment plan to complete the assessment and hold an IEP meeting.

If the parent disagrees with SLA-HD's assessment of their child, the parent may obtain an independent educational assessment and has the right to obtain the independent educational assessment at public expense only if the school is not able to demonstrate that its evaluation was appropriate. Upon the parent's request, SLA-HD will provide information about how to obtain this independent assessment by a qualified examiner.

If the parent does not consent to the assessment plan, SLA-HD may take steps to protect the student if it is believed that the student is being denied necessary services. SLA-HD may request that the parent meet to resolve this difference of opinion, or failing that, initiate a due process hearing to override the parent's refusal to consent.

The assessment will gather information about the student to determine whether the student has a disability, and if eligible, the nature and extent of special education services that the student may need. Assessments may include: individual testing, observations of the student at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples.

A multidisciplinary team, including at least one teacher or other specialists with knowledge of the student's suspected disability, will assess the student. Testing and assessment materials and procedures will not be racially, culturally, or sexually discriminatory. The assessment will be administered in the student's primary language or a qualified interpreter will be provided for students identified as English Language Learners. The assessment will include a variety of appropriate tests to measure a student's strengths and needs. The person administering the tests will be qualified to do so.

The assessment will be adapted for students with impaired sensory, physical, or speaking skills.

7. Individualized Education Program

After a student has been assessed, an IEP meeting will be held. The IEP meeting will be held at a time and place convenient for the parent, SLA-HD, and any invited HUSD representative. SLA-HD will make available to all parents and teachers literature regarding special education programs, regulations and laws. At the IEP meeting, the IEP team will discuss the assessment results and determine whether the student is eligible for special education services, based upon state and federal criteria. If the student is eligible, then an IEP will be developed at the meeting. The IEP team will include:

- _ The parent and/or their representative. The parent is an important member of the IEP team. If the parent cannot attend the IEP meeting, SLA-HD will ensure the parent's participation using other methods, such as conferencing by telephone. SLA-HD will ensure that the parent understand what is going on at the meeting. If necessary, SLA-HD will provide an interpreter.
- _ A SLA-HD staff member or qualified representative who is knowledgeable about the program options appropriate for the student.
- _ The student's teachers. In case of new students who may not presently be assigned to a teacher, a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent and complete knowledge is not available, the teacher on the IEP team will be a special education teacher qualified to teach a student of his or her age.
- _ A representative from HUSD and/or the District of residence (if applicable).
- _ Other persons, such as the student, whom the parent or the school wishes to invite.
- _ When appropriate, the persons who assessed the child or someone familiar with those assessment procedures.

The team must consider the least restrictive setting. After the written IEP has been finished, it will be implemented by SLA-HD.

8. Special Education Strategies for Instruction and Services

If a student is receiving special education services, the IEP team must meet annually to review a student's IEP to determine how well it is meeting the student's needs. In addition, every three years, the student's progress will be reassessed and their IEP reviewed in accordance with IDEA regulations.

If a parent or teacher has concerns that the educational needs of students already enrolled in special education are not being met, either the parent or the teacher may request a reassessment or an IEP meeting to review the IEP anytime during the school year. The parent or teacher may request a reassessment by sending a written request to the school or completing a Request for Special Education Assessment that can be obtained at the school. SLA-HD will have written permission from the parent before it reassesses the student. SLA-HD will convene an IEP meeting within 30 days in response to a parent's written request.

The IEP Team will review and may revise the plan:

- _ Every three years, the IEP team will meet to review the results of a mandatory comprehensive reevaluation of the student's progress
- _ After a student has received a formal assessment or reassessment
- _ When a parent or teacher feels that the student has demonstrated significant educational growth or a lack of anticipated progress.
- _ When a parent or teacher request a meeting to develop, review, or revise an IEP.
- _ When a student is approaching a transitional age such as childhood into adolescence or adolescence into adulthood.
- _ When a student with an IEP is faced with a suspension for more than ten days or an expulsion.
- _ When a special education student is recommended for retention.

SLA-HD is responsible for implementing programs and services, including related services, required by IEPs of students enrolled at the school. The SLA-HD general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the charter school.

For students transferring to the school from another school HUSD, the school will be responsible for providing those related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA, or private). IEP team meetings for such students shall be held within thirty (30) days of enrollment to facilitate the students' transition to the school.

Student discipline and procedures for suspension and expulsion of students with disabilities will be consistent with state and federal law and will be in compliance with discipline procedures as set forth in the IDEA. Discipline procedures at SLA-HD will include positive behavioral interventions.

SLA-HD's special education personnel will attend and conduct professional development activities to support access for students with disabilities to general education programs and shall be credentialed and/or licensed consistent with California laws and regulations.

SLA-HD will conduct assessment and standardized testing of students with disabilities using state and HUSD guidelines for modifications and adaptations.

9. Due Process and Procedural Safeguards

All teachers and other persons who provide services to a student with disabilities will be knowledgeable of the content of the student's IEP. SLA-HD shall maintain a copy of each student's IEP at the school site.

In the event that parents/guardians of a student attending SLA-HD file for a due process hearing, SLA-HD shall be named or added as a respondent. The HUSD and SLA-HD shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation) if possible.

Parents must give consent for an initial evaluation and initial placement, be notified of any change in placement, and be invited, along with teachers, to conferences and meetings to develop individual education programs.

Parents have the right to initiate a due process hearing to challenge a decision regarding identification, evaluation, or educational placement of their child. If the parent disagrees with the proposed special education program, a due process hearing will be initiated, unless a pre-hearing mediation conference is held.

SLA-HD will, prior to the placement of the individual with exceptional needs, ensure that the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services, or both to the individual with exceptional needs, will be knowledgeable of the content of the IEP. A copy of each IEP will be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual off the school site will be provided a copy of the IEP. All IEPs will be maintained in accordance with state and federal student record confidentiality laws.

SLA-HD will work closely with the HUSD to see that the school is serving the exceptional needs of the students in accordance with applicable federal and state laws and in purchasing special education services as needed, attending training meetings for IEP teams, and engaging HUSD placement of students who are identified as requiring an education program that is offsite.

Parents have the right to file a complaint if they believe that the school has violated special education federal or state laws or regulations. The HUSD shall address any complaint under its Uniform Complaint Procedures. SLA-HD will cooperate with the HUSD in any such investigations and provide the HUSD with any and all documentation that is needed to respond to complaints.

G. TERMS:

STATUS OF THE CHARTER:

The school will be operated as an independent locally funded charter school, as defined by applicable statute and/or regulation. SLA-HD is in the application process for 501 © status, as defined by law.

COLLECTIVE BARGAINING:

SLA-HD shall be the exclusive school employer of all SLA-HD employees. All SLA-HD employees shall be considered to be “at-will” employees.

TERM OF THE CHARTER:

The Charter shall be granted for a term commencing July 1, 2006 and running through June 30, 2012.

AMENDMENT TO THE CHARTER:

The procedure to make Amendments to this Charter is as follows:

1. A request from the Charter and/or the HUSD Office to the Hesperia Unified School Board of Trustees HUSD Board of Trustees.
2. The Board of Trustees will have 30 days to approve or not approve the request.
3. The decision of the Hesperia Unified School HUSD Board of Trustees is final.

REVOCAION OF THE CHARTER:

This Charter was created pursuant to Education Code Section 47600 et seq. and granted by the Hesperia Unified School HUSD Board of Trustees. It may be revoked by that body, or the State Board of Education pursuant to Education Code Section 47607 ©, only if the authority finds that the charter school did any of the following:

- (1) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter petition.

- (2) Failed to meet or pursue any of the pupil outcomes identified in the charter.
- (3) Failed to meet generally accepted accounting practices, or engaged in fiscal mismanagement.
- (4) Violated any provision of law.

Attachment A

Complete course curriculum for Grade 11 History, and Report Writing.

Attachment B

Summit Leadership Academy- High Desert, student calendar for 2006-2007