

1 Action

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

3.1 Research available programs. Purchase and implement an adequate supply of high quality, standards-aligned instructional materials including EL materials.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$5,100	\$5,100	\$5,100
Budget Reference	Budget Reference	Budget Reference
01-0000-0-1110-1000-4110-000 & 105-0000	01-0000-0-1110-1000-4110-000 & 105-0000	01-0000-0-1110-1000-4110-000 & 105-0000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 4

Goal #4: All students will meet or exceed the new CA Standards in Math and Language Arts.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Students need to Achieve Proficiency in Common Core Standards

2016 CAASPP Scores at or above Standard:

2016 3rd Gr	4th Gr	5th Gr	6th Gr	7th Gr	8th Gr
ELA 72%	77%	74%	73%	68%	
Math 68%	69%	62%	60%	62%	58%
Science	83%	86%			

When reviewing results from all students in all subjects, more GUSD students scored in the highest "standards exceeded" area than all others. 60% are considered proficient or above:
 39% standards exceeded
 21% standards met
 23% standards nearly met
 17% standards not met

Further analysis:

Proficiency was down slightly in 4th gr Math last year, otherwise all areas in all grades maintained or increased more than 2%.

2015 CAASPP Scores – at or above Standard:

2015 3rd Gr	4th Gr	5th Gr	6th Gr	7th Gr	8th Gr
ELA 68%	66%	80%	75%	64%	64%
Math 66%	74%	61%	63%	56%	52%
Science	81%	85%			

2013 STAR Scores – at or above Proficient:

2nd Gr	3rd Gr	4th Gr	5th Gr	6th Gr	7th Gr	8th Gr
ELA 83%	70%	89%	83%	83%	87%	82%
Math 88%	81%	84%	74%	79%	72%	58% (Alg I)

Science History	78%	85%	80%
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EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP scores	See above 2016 results	In 2018, there will be a 2% increase in students who meet or exceed standards, over 2017 on State assessments	In 2019, there will be a 2% increase in students who meet or exceed standards over 2018 on State assessments	In 2019, there will be a 2% increase in students who meet or exceed standards over 2018 on State assessments

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

113

New
 Modified
 Unchanged

4.1 Intensive support for eligible students with disabilities
 Various placements and services per IEPs

New
 Modified
 Unchanged

4.1 Intensive support for eligible students with disabilities
 Various placements and services per IEPs

New
 Modified
 Unchanged

4.1 Intensive support for eligible students with disabilities
 Various placements and services per IEPs

BUDGETED EXPENDITURES

2017-18

Amount \$ 5,854

Budget Reference 01-3310 & 6500-0-xxxx-xxxx-105-0000

2018-19

Amount \$ 5,854

Budget Reference 01-3310 & 6500-0-xxxx-xxxx-105-0000

2019-20

Amount \$ 5,854

Budget Reference 01-3310 & 6500-0-xxxx-xxxx-105-0000

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

All Students with Disabilities [Specific Student Group(s)]
 All Schools Specific Schools: Specific Grade spans:

114

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

English Learners Foster Youth Low Income
Scope of Services
 LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)
Location(s)
 All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

2018-19

New
 Modified
 Unchanged

2019-20

New
 Modified
 Unchanged

4.2 A Special Education Teacher and Credential teacher for Title 1 students (new for the 2015-16 school year) support non-proficient (Title 1) students for each grade level K-8. This supports struggling readers in a pull out to offer pre/re-teaching, intervention program and other assistance.

BUDGETED EXPENDITURES

2017-18

Amount

\$0

Budget Reference

Included in 1.7

4.2 A Special Education Teacher and Credential teacher for Title 1 students (new for the 2015-16 school year) support non-proficient (Title 1) students for each grade level K-8. This supports struggling readers in a pull out to offer pre/re-teaching, intervention program and other assistance.

2018-19

Amount

\$0

Budget Reference

Included in 1.7

4.2 A Special Education Teacher and Credential teacher for Title 1 students (new for the 2015-16 school year) support non-proficient (Title 1) students for each grade level K-8. This supports struggling readers in a pull out to offer pre/re-teaching, intervention program and other assistance.

2019-20

Amount

\$0

Budget Reference

Included in 1.7

115

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal #5: English Learners (ELs) will acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English in English Language Arts and Math.

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

English language Learner students need to achieve the same rigorous grade-level academic standards that are expected of all students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

116

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA School Dashboard results The CA School Dashboard is a new metric available to track student progress, including EL subgroups. It takes into account the CELDT scores.	The EL students at Gravenstein Elementary are performing at high and very high levels, and demonstrated "significant" improvements in the last year, as well. The Hillcrest EL students are performing at low levels and have "maintained" their performance levels.	5% annual increase over the previous year in English Learner Progress in Math and ELA, as measured on the CA School Dashboard.	5% annual increase over the previous year in English Learner Progress in Math and ELA, as measured on the CA School Dashboard.	5% annual increase over the previous year in English Learner Progress in Math and ELA, as measured on the CA School Dashboard.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	
			2018-19
			2019-20

<p>5.1 Daily English Language Development: English Learners receive high quality Daily English Language Development (integrated within the regular class) from highly trained teachers who have special credential authorization to teach English learners in appropriate, mainstreamed settings.</p>	<p>5.1 Daily English Language Development: English Learners receive high quality Daily English Language Development (integrated within the regular class) from highly trained teachers who have special credential authorization to teach English learners in appropriate, mainstreamed settings.</p>
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BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Modified
<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
Budget Reference	Budget Reference	Budget Reference
Included above in 1.1	Included above in 1.1	Included above in 1.1

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

5.2 Curricular Support: In addition, highly trained teachers and assistants provide extra support in the Learning Lab if needed.

5.2 Curricular Support: In addition, highly trained teachers and assistants provide extra support in the Learning Lab if needed.

5.2 Curricular Support: In addition, highly trained teachers and assistants provide extra support in the Learning Lab if needed.

BUDGETED EXPENDITURES

2017-18

Budget Reference Included above in 1.7

2018-19

Budget Reference Included above in 1.7

2019-20

Budget Reference Included above in 1.7

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

5.3 Monitor Support: Students who have achieved English fluency continued to be progress monitored to ensure school success

2018-19

New Modified Unchanged

5.3 Monitor Support: Students who have achieved English fluency continued to be progress monitored to ensure school success.

2019-20

New Modified Unchanged

5.3 Monitor Support: Students who have achieved English fluency continued to be progress monitored to ensure school success.

BUDGETED EXPENDITURES

2017-18

Budget Reference
Included above in 1.1

2018-19

Budget Reference
Included above in 1.1

2019-20

Budget Reference
Included above in 1.1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 6

Goal #6: Appropriate academic and social/emotional support will be given to students who are struggling academically and/or socially.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Struggling students need support to assist them in reaching proficiency in Common Core Language Arts and Math

2016 CAASPP Scores at or above Standard:

2016 3rd Gr	4th Gr	5th Gr	6th Gr	7th Gr	8th Gr
ELA	72%	77%	74%	73%	68%
Math	68%	69%	62%	60%	62%
Science		83%		86%	58%

When reviewing results from all students in all subjects, more GUSD students scored in the highest "standards exceeded" area than all others. 60% are considered proficient or above:

- 39% standards exceeded
- 21% standards met
- 23% standards nearly met
- 17% standards not met

Further analysis:

Proficiency was down slightly in 4th gr Math last year, otherwise all areas in all grades maintained or increased more than 2%.

- District-wide, in the category of "all students" performance results indicated at minimum a +4 point increase in ELA and Math scores - up to a maximum increase of +16.6points.
- The District programs -- Gravenstein First and Community Day, had no academic data as no students in the programs were of State testing age.
- The Gravenstein Elementary student increased +14.5 points in ELA & +10.5 points in Math
- The Hillcrest Middle School students overall maintained in ELA by increasing +4.8points & + 16.6 points in Math

2015 CAASPP Scores -- at or above Standard:

2015 3rd Gr 4th Gr 5th Gr 6th Gr 7th Gr 8th Gr

120

ELA 68% 66% 80% 75% 64%
 Math 66% 74% 61% 63% 56%
 Science 81% 85%

2013 STAR Scores – at or above Proficient:

2nd Gr 3rd Gr 4th Gr 5th Gr 6th Gr 7th Gr 8th Gr
 ELA 83% 70% 89% 83% 83% 87% 82%
 Math 88% 81% 84% 74% 79% 72% 58% (Alg I)
 Science 78% 85%
 History 80%

Beginning in 2016, new data is available via the CA School Dashboard, including:

Suspension rate by District Gravenstein Elementary Hillcrest Middle School
 2016 0% 0.2% 1.8%

Although suspension rates are relatively low in 2016, there was a significant increase in subgroup "students with disabilities" earning suspension at the middle school level
 6.7% of disabled students suspended vs 1.8% overall

2016 Expulsions remains at 0%

Historical Data -Suspension and Expulsions as a Percentage of Enrolled Students:

District State
 Rate 2012-13 2013-14 2014-15 2012-13 2013-14 2014-15
 Suspensions 0.15 0.84 0.80 5.10 4.40 3.80
 Expulsions 0.00 0.00 0.00 0.00 0.00 0.10

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators Baseline

CAASPP data including:
 ELA, Math, Science, Suspension
 and Expulsion data

See above CAASPP data
 including:

Students identified as needing
 intervention will show at least a
 2% increase in proficiency as

2018-19

Students identified as needing
 intervention will show at least a
 2% increase in proficiency as

2019-20

Students identified as needing
 intervention will show at least a
 2% increase in proficiency as

ELA, Math, Science, Suspension and Expulsion data	measured by State tests and teacher reports. Reduce students not meeting standards by 2% over previous year's results. Maintain suspensions and expulsions at zero.	measured by State tests and teacher reports. Reduce students not meeting standards by 2% over previous year's results. Maintain suspensions and expulsions at zero.	measured by State tests and teacher reports. Reduce students not meeting standards by 2% over previous year's results. Maintain suspensions and expulsions at zero.
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All
 Students with Disabilities
 [Specific Student Group(s)]

Location(s)

All Schools
 Specific Schools:
 Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
 Foster Youth
 Low Income

Scope of Services

LEA-wide
 Schoolwide
 Limited to Unduplicated Student Group(s)

Location(s)

All Schools
 Specific Schools:
 Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

6.1 Continue Second Step lessons (SEL program) and training

2018-19

New
 Modified
 Unchanged

6.1 Continue Second Step lessons (SEL program) and training

2019-20

New
 Modified
 Unchanged

6.1 Continue Second Step lessons (SEL program) and training

BUDGETED EXPENDITURES

122

2017-18	2018-19	2019-20
Budget Reference	Budget Reference	Budget Reference
Included above in 2.1	Included above in 2.1	Included above in 2.1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

123

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
6.2 Contract with a Behaviorist, School Psychologist, or Counselor when needed.	6.2 Contract with a Behaviorist, School Psychologist, or Counselor when needed.	6.2 Contract with a Behaviorist, School Psychologist, or Counselor when needed.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$123	\$123	\$123
Budget Reference	Budget Reference	Budget Reference
01-0000-0-0000-3120-5830-105-0000	01-0000-0-0000-3120-5830-105-0000	01-0000-0-0000-3120-5830-105-0000

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	2017-18	2018-19	2019-20
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6.3 Add 1.0FTE School Counselor to share among District schools

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$3,253	\$3,253	\$3,253
Budget Reference	Budget Reference	Budget Reference
01-0000-0-0000-3110-5830-105-0000	01-0000-0-0000-3110-5830-105-0000	01-0000-0-0000-3110-5830-105-0000

124

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 7

Goal #7: Facilities are safe, well-maintained, and conducive to learning and include technology.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

School facilities will continue to be updated.

FIT Survey Results:

Year Gravenstein Elementary Hillcrest Middle School
 2012-13 Good
 2013-14 Good
 2014-15 Good
 2015-16 Good
 2016-17 Good

125

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

The annual results from the Facility Inspection Tool

All facilities rated "good"

FIT survey will continue to indicate that all school facilities are clean and well maintained. All areas are rated as "good"

FIT survey will continue to indicate that all school facilities are clean and well maintained. All areas are rated as "good"

FIT survey will continue to indicate that all school facilities are clean and well maintained. All areas are rated as "good"

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

7.1 Facilities and educational and instructional technology remains clean and in good working order

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$ 20,775	\$ 20,775	\$ 20,775
Budget Reference	01-0000 & 8150-0-0000-8xxx-xxxx-xxx-xxxx	01-0000 & 8150-0-0000-8xxx-xxxx-xxx-xxxx	01-0000 & 8150-0-0000-8xxx-xxxx-xxx-xxxx

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal #8: Maintain wireless availability for technology that has been purchased.

STATE	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input checked="" type="checkbox"/> 8
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10						
LOCAL								

State and/or Local Priorities Addressed by this goal:

Identified Need

Instructional materials now come with a web based component. Students need access to computers to develop skills so they can have access to the instructional materials. This also means updating the wireless availability for technology on both campuses. 1B

Wireless reliability on campus:

Gravenstein Hillcrest
 2014/15 65%
 2015/16 90%
 2016/17 98%

Student to Computer Ratio:

Gravenstein First
 2014/15 6:1
 2015/16 6:1 plus Computer Lab

All Students
 2016-17
 TK-1st 6:1 plus Computer lab
 2-8th 1:1

2017-18
 TK-1st 2:1 plus computer lab
 2-8th 1:1

127

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Ratio of number of students to number of computer devices	2016-17 TK-1st 2-8th 6:1 plus Computer lab 1:1	<ul style="list-style-type: none"> Students will be increasing needed skills according to the technology plan. The wireless system will have reliability on campus 98% of the time. The student to computer ratio will be 2:1 district wide for TK-1st grade and 1:1 2nd-8th grade. 	<ul style="list-style-type: none"> Students will be increasing needed skills according to the technology plan. The wireless system will have reliability on campus 98% of the time. The student to computer ratio will be 2:1 district wide for TK-1st grade and 1:1 2nd-8th grade. 	<ul style="list-style-type: none"> Students will be increasing needed skills according to the technology plan. The wireless system will have reliability on campus 98% of the time. The student to computer ratio will be 2:1 district wide for TK-1st grade and 1:1 2nd-8th grade.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

128

New
 Modified
 Unchanged

New
 Modified
 Unchanged

New
 Modified
 Unchanged

8.1 Updating/Increasing Wireless Capability and provide IT support.

8.1 Updating/Increasing Wireless Capability and provide IT support.

8.1 Updating/Increasing Wireless Capability and provide IT support.

BUDGETED EXPENDITURES

2017-18

Amount	\$25,000
Budget Reference	01-0000-0-1110-1000-6400-000-0000
Amount	\$1,000
Budget Reference	01-0000-0-0000-2420-5840-105-xxxx

2018-19

Amount	\$25,000
Budget Reference	01-0000-0-1110-1000-6400-000-0000
Amount	\$1,000
Budget Reference	01-0000-0-0000-2420-5840-105-xxxx

2019-20

Amount	\$25,000
Budget Reference	01-0000-0-1110-1000-6400-000-0000
Amount	\$1,000
Budget Reference	01-0000-0-0000-2420-5840-105-xxxx

129

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 9

Goal #9: Students experiencing chronic absenteeism will be supported in attending school through individual conferencing or home visits to determine the need. This will include the need to go to their home school district if distance to school is the issue.

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Students with attendance problems need to attend school regularly. Part of the strategy is to reach out to parents and families to make sure they are aware of school happenings and feel informed and involved.

Truancy rates:
 School year Gravenstein Gravenstein First Hillcrest Community Day District Wide
 2013-14 29 5 8 0 42 / 5.91%
 2014-15 26 3 4 0 33 / 4.69%
 2015-16

Attendance rates:
 Gravenstein Gravenstein First Hillcrest Community Day / NPS District Wide
 School Year ADA CBEDS ADA CBEDS ADA CBEDS ADA CBEDS ADA CBEDS %
 2013-14 388.55 402 25.37 28 269.89 281 0.27 0 684.08 711 96.21
 2014-15 396.95 405 34.37 35 254.23 264 0.00 0 685.55 704 97.38
 2015-16 421.69 436

Success Rate in reaching Parents with Superintendent's weekly newsletter:
 1st check in 2nd check in
 School Year Date Rate Date Rate
 2014-15 Oct 2014 60% June 2015 71%
 2015-16 Oct 2015 65% April 2016 71%

130

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<p>Attendance and truancy rates Success rate in reaching parents via weekly newsletter</p>		<ul style="list-style-type: none"> Attendance of truant students will improve by 20% Goal attendance rate 96.5% to 97.5% 100% Parent involvement/engagement including the parents of unduplicated students and parents of students with exceptional needs. 3A, 3B, 3C 	<ul style="list-style-type: none"> Attendance of truant students will improve by 20% Goal attendance rate 97.5 %to 98.5% 100% Parent involvement/engagement including the parents of unduplicated students and parents of students with exceptional needs. 3A, 3B, 3C 	<ul style="list-style-type: none"> Attendance of truant students will improve by 20% Goal attendance rate 97.5 %to 98.5% 100% Parent involvement/engagement including the parents of unduplicated students and parents of students with exceptional needs. 3A, 3B, 3C
--	--	--	--	--

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Specific Grade spans:

131

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

9.1 Provide school lunch	9.1 Provide school lunch	9.1 Provide school lunch
--------------------------	--------------------------	--------------------------

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$988	\$988	\$988
Budget Reference	Budget Reference	Budget Reference
01-0000-0-0000-9300-7616-000-CAFÉ	01-0000-0-0000-9300-7616-000-CAFÉ	01-0000-0-0000-9300-7616-000-CAFÉ

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] Homeless

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
9.2 Provide transportations	9.2 Provide transportation	9.2 Provide transportation

BUDGETED EXPENDITURES

132

2017-18	2018-19	2019-20
Amount	\$5,100	\$5,100
Budget Reference	01-0000-0-0000-3600-5804-105-LCAP	01-0000-0-0000-3600-5804-105-LCAP

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)
 All Schools Specific Schools: Specific Grade spans:

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services
 LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)
 All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

9.3 Superintendent communication (which includes information on attendance and LCAP) sent to all families weekly. The percentage of "open" rates will be tracked and phone calls made to families who are not engaged.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	\$20	\$20

133

Budget Reference	01-0000-0-0000-7200-5800-105-0000 (Constant Contact Program)	Budget Reference	01-0000-0-0000-7200-5800-105-0000 (Constant Contact Program)	Budget Reference	01-0000-0-0000-7200-5800-105-0000 (Constant Contact Program)
------------------	---	------------------	---	------------------	---

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

134

ACTIONS/SERVICES

2017-18	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	2018-19	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	2019-20	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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9.4 Add One Call system for improved parent communication, especially daily attendance calls

9.4 Continue One Call system for improved parent communication, especially daily attendance calls

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$942	\$942	\$942
Budget Reference	Budget Reference	Budget Reference
01-0000-0-0000-2700-5830-105-0000	01-0000-0-0000-2700-5830-105-0000	01-0000-0-0000-2700-5830-105-0000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
 Modified
 Unchanged

Goal 10

Goal #10: All students will be involved in school wide programs to boost school pride and a feeling of belongingness of each child, to treat others with respect, kindness and compassion, and to ensure that bullying and inappropriate behavior that distracts students from learning is not happening. This includes the use of Second Step lessons in all classrooms.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need

Students need to feel safe and secure at school.
 School-wide anti-bullying/cultural inclusion program (Second Step) will continue and be utilized.

Beginning in 2016, new data is available via the CA School Dashboard, including:

Suspension rate by	District	Gravenstein Elementary	Hillcrest Middle School
2016	0%	0.2%	1.8%

Although suspension rates are relatively low in 2016, there was a significant increase in subgroup "students with disabilities" earning suspension at the middle school level
 6.7% of disabled students suspended vs 1.8% overall

2016 Expulsions remains at 0%

Historical Suspension and Expulsions as a Percentage of Enrolled Students:

District State	
Rate 2011-12	2012-13
2013-14	2011-12
2012-13	2013-14
Suspensions	2.30
	0.15
Expulsions	0.00
	0.00
	0.00
	0.00

School Climate: Based on teacher feedback 98% reported the climate of the school is safe and the students feel connected to school.

EXPECTED ANNUAL MEASURABLE OUTCOMES

135

Baseline

2017-18

2018-19

2019-20

Metrics/Indicators

Suspension rates, Expulsion rates
School climate data

Please see data above

- Keep suspension rates below 2%
- Maintain (0) Expulsions
- Address concerns from the local climate survey of maintaining the safe school climate and students feeling connected to school

- Keep suspension rates below 2%
- Maintain (0) Expulsions
- Address concerns from the local climate survey of maintaining the safe school climate and students feeling connected to school

- Keep suspension rates below 2%
- Maintain (0) Expulsions
- Address concerns from the local climate survey of maintaining the safe school climate and students feeling connected to school

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

10.1 Continue K-8 Implementation of Second Step in all classrooms and, additionally, Too Good for Drugs in the 5th grade classrooms.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

Action **2**

10.1 Continue K-8 Implementation of Second Step in all classrooms and, additionally, Too Good for Drugs in the 5th grade classrooms.

2018-19

Amount

Budget Reference

10.1 Continue K-8 Implementation of Second Step in all classrooms and, additionally, Too Good for Drugs in the 5th grade classrooms.

2019-20

Amount

Budget Reference

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

137

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

10.2 Utilization of the teachers, principal, psychologist, speech therapist (lunch bunch – to learn appropriate social speech) and contracted behaviorist when needed

2018-19

New Modified Unchanged

10.2 Utilization of the teachers, principal, psychologist, speech therapist (lunch bunch – to learn appropriate social speech) and contracted behaviorist when needed

2019-20

New Modified Unchanged

10.2 Utilization of the teachers, principal, psychologist, speech therapist (lunch bunch – to learn appropriate social speech) and contracted behaviorist when needed

to assist staff and students when students are having difficulties.

to assist staff and students when students are having difficulties.

to assist staff and students when students are having difficulties.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Included in above 1.1

2018-19

Budget Reference

Included in above 1.1

2019-20

Budget Reference

Included in above 1.1

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

10.3 Provide transportation

2018-19

New Modified Unchanged

10.3 Provide transportation.

2019-20

New Modified Unchanged

10.3 Provide transportation.

BUDGETED EXPENDITURES

2017-18

Budget Reference

Included in above 9.2

2018-19

Budget Reference

Included in above 9.2

2019-20

Budget Reference

Included in above 9.2

138

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
			2018-19		
			2019-20		
10.4 Research / implement local climate survey tool			10.3 Address concerns from local climate survey tool		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
0	0	0

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

139

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Add a 1.0FTE School Counselor to share among the District schools

2018-19

New Modified Unchanged

Maintain a 1.0FTE School Counselor to share among the District schools

2019-20

New Modified Unchanged

Maintain a 1.0FTE School Counselor to share among the District schools

BUDGETED EXPENDITURES

2017-18

Budget Reference Included in 6.3

2018-19

Budget Reference Included in 6.3

2019-20

Budget Reference Included in 6.3

140

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$18,799 Percentage to Increase or Improve Services: 2.50%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Gravenstein's percent of unduplicated students is 35.97%. Gravenstein District LCFF is scheduled to receive \$18,799 in Supplemental funding for the identified student population. The District does not receive any concentration grant funding. With these funds, the District will be providing academic support and intervention with additional certificated staff in the Learning Lab, subsidized transportation and school lunches. The District also provides unduplicated pupils with support with the use of instructional assistants in the classroom. The Learning Lab uses the RTI model to support identified students, including those in the unduplicated count. This targeted assistance has been successful in helping our students become proficient.

Gravenstein District has achieved this percentage in increased services to our unduplicated students by providing additional certificated and classified staff to deliver academic intervention services. The District has identified \$18,799 in costs that are supplemental for our identified student population to the basic education program funding of \$743,810 and demonstrates the increase service rate of 2.50%.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards for English Language Arts
 - b. Mathematics – Common Core State Standards for Mathematics
 - c. English Language Development
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

LCAP Expenditure Summary

Funding Source	Total Expenditures by Funding Source					
	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,494,746.00	4,437,841.00	280,882.00	280,882.00	280,882.00	842,646.00
LCFF	3,494,746.00	4,437,841.00	94,440.00	94,440.00	94,440.00	283,320.00
	0.00	0.00	186,442.00	186,442.00	186,442.00	559,326.00

* Totals based on expenditure amounts in goal and annual update sections.

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Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,494,746.00	4,437,841.00	280,882.00	280,882.00	280,882.00	842,646.00
	3,494,746.00	4,437,841.00	280,882.00	280,882.00	280,882.00	842,646.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,494,746.00	4,437,841.00	280,882.00	280,882.00	280,882.00	842,646.00
		3,494,746.00	4,437,841.00	94,440.00	94,440.00	94,440.00	283,320.00
	LCFF	0.00	0.00	186,442.00	186,442.00	186,442.00	559,326.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	212,168.00	212,168.00	212,168.00	636,504.00
Goal 2	359.00	359.00	359.00	1,077.00
Goal 3	5,100.00	5,100.00	5,100.00	15,300.00
Goal 4	5,854.00	5,854.00	5,854.00	17,562.00
Goal 6	3,376.00	3,376.00	3,376.00	10,128.00
Goal 7	20,775.00	20,775.00	20,775.00	62,325.00
Goal 8	26,000.00	26,000.00	26,000.00	78,000.00
Goal 9	7,050.00	7,050.00	7,050.00	21,150.00
Goal 10	200.00	200.00	200.00	600.00

* Totals based on expenditure amounts in goal and annual update sections.

GRAVENSTEIN SCHOOL

A California Public Charter School

CHARTER SCHOOL PETITION

2017-2018 through 2021-2022

3840 TWIG AVENUE
SEBASTOPOL, CA 95472

FINAL DRAFT FOR PUBLIC HEARING AND GOVERNING BOARD APPROVAL

First presented 5/10/17

Public Hearing 6/5/17

Approved 6/14/17

Originally approved by the Governing Board: 5/09/12

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INTRODUCTION

This charter allows us to have increased flexibility in exchange for heightened accountability to meet the goals set forth by the Legislature in 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 district structure, as a method to accomplish all of the following:

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

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Jennifer Schwinn, hereby certify that the information submitted in this petition for Gravenstein School ("Gravenstein" or the "Charter School"), a traditional elementary school (Gravenstein Elementary School, or "GES") converted into a California public charter school, located within the boundaries of the Gravenstein Union School District (the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The District shall be deemed the exclusive public school employer of the employees of Gravenstein School for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of the Government Code). [Ref. Education Code Section 47605(b)(5)(0)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), which requires the Charter School to give admissions preference to pupils who reside within the former attendance area of Gravenstein Elementary School, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics, whether actual or perceived, as listed in Education Code Section 220, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605(d)(1)]

- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref Title 5 California Code of Regulations Section 11967.5.1(f)(S)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref California Education Code Section 47605(1)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.S(a)(1)(A)- (D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. (Ref. California Education Code Section 47612.S(a))
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. The Charter School will be located at a facility within the boundaries of the Gravenstein Union School District. [Ref California Education Code Sections 47605(a)(4) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]

- The Charter School shall comply with all applicable portions of the Every Student Succeeds Act (Pub.L. 114-95).
- The Charter School shall comply with the California Public Records Act (Government Code Section 6250 *et seq.*).
- The Charter School shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g) and corresponding regulations, and related state law (Education Code Section 49062 *et seq.*).
- The Charter School shall comply with the Ralph M. Brown Act (Government Code Section 54950 *et seq.*).
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations, Section 11960]
- The Charter School shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Jennifer Schwinn
Lead Petitioner

Date 5/10/17

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

A. Students to be Served - Whom the School is Attempting to Educate

Gravenstein School serves approximately 400 students in kindergarten through grade five (K-5). All students will be offered a rigorous academic program along with music, technology and the acclaimed "Artist in the Classroom" experience. The Charter School has, at the present time, a pre-kindergarten program and before/after school care on campus. Most students live in the western, rural section of Sebastopol in Sonoma County and come from primarily English-speaking homes of a variety of socio-economic backgrounds.

The table below provides an overview of the student demographics at Gravenstein Elementary School in 2010-11:

<i>Gravenstein Elementary School Charter 2010/11</i>	
<i>Ethnicity</i>	<i>Percentage 2010/11</i>
African American	0.5%
Native Hawaiian/Pacific Islander	0.5%
Asian	4.4%
Filipino	0.3%
Latino or Hispanic	15.0%
White	74.3%
Multiple/No Response	4.4%
<i>Sub-Group</i>	
Free or Reduced Lunch Participants	22.1%
English Learners	11.7%
Students with Disabilities	4.1%

<i>Ethnicity</i>	<i>Percentage 2016-17</i>
African American	0.22%
Native Hawaiian/Pacific Islander	0.45%
Asian	3.85%
Filipino	0.90%
Latino or Hispanic	20.85%
White	63%
Multiple/No Response	10.42%
<i>Sub-Group</i>	
Free or Reduced Lunch Participants	15.54%
English Learners	6.87%
Students with Disabilities	8.6%

B. Mission, Vision and Core Educational Philosophy .

Mission: Gravenstein School is dedicated to academic excellence and the cultivation of individual strengths and talents in a caring and cooperative environment. Our sense of community fosters a high level of ethical, responsible citizenship.

Vision: Each child shall master the knowledge, attitudes and skills necessary to become a contributing and productive citizen. Through the cooperative efforts of home, school, and community, we shall accomplish the following goals:

1. School Environment
 - a. Positive, non-threatening environment with consistent discipline.
 - b. Students will learn the value of respecting oneself, each other and authority.
 - c. Pro-active interventions for at-risk students.
 - d. Strive for optimum class sizes.
2. Curriculum & Assessment
 - a. Develop a set of standards-based (grade-specific) curriculum brochures, report cards, strategies and practices utilizing California state standards.
 - b. Standardize and adopt state board adopted curriculum and materials to ensure student success and to meet high school entrance and exit exam requirements.
 - c. Students will be prepared to meet proficiency standards.
3. Coordination of School and Community
 - a. Articulation and coordination of curriculum with the State of California. Encourage Gravenstein School connection with Governor's Initiative trainings for professional development.
 - b. Volunteerism-students in the community and community in the school.
 - c. Recruit and encourage business and professional interaction with the school.

An Educated Person of the 21st Century

Gravenstein School will provide an environment in which children will develop into confident, self-motivated, resourceful, productive lifelong learners. Gravenstein School students are expected to become socially responsible citizens to better our global community. To meet the challenges of the current century, students at Gravenstein School will acquire the habits and skills necessary to succeed in school and beyond, as contributing citizens of the 21st century. These habits and skills include:

- Critical Thinking
- Problem Solving
- Inquiry
- Ability to reflect
- Collaboration
- Knowledge of the creative arts and music
- Utilization of positive character traits
- Participation in community service projects

C. How Learning Best Occurs: Instructional Design and Curriculum

The following combination of key elements comprises Gravenstein School's approach to instruction for the students to be served by the Charter School:

- Academically rigorous instruction
- Strong music program
- Standards-based curriculum and instruction
- Spanish instruction before school
- Kindergarten classes offered full day
- Licensed pre-kindergarten program on campus
- Before/after school care on campus
- Computer lab and media center

All classes at Gravenstein School are self-contained. In the primary classes (K-3), we offer an approximate pupil-to-teacher ratio of 20:1. Instructional and temporary support assistants are utilized according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs. The Learning Labs are operated through combining categorical funding to serve students who need intervention or tutoring. Students are provided services according to their needs - regardless of whether they qualify for special education or not. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level students. Other services available to Gravenstein School students include the Speech and Language Program and a school psychologist.

Integration of Music and the Arts

All students receive music instruction one day per week and additional band time by the District's music specialist. Gravenstein School also offers a visual arts program for students, provided by classroom teachers and an art specialist. Our *ENRICH!* Creative Arts Magnet/GATE Program includes additional field trips and visual and performing arts.

ENRICH! Magnet/GATE Creative Arts Program

The *ENRICH!* program is a creative arts magnet/GATE program that emphasizes strong academics, creative and performing arts and involved parents. Application to the *ENRICH!* program is a separate and additional enrollment and application process. Criteria considered for enrollment in the *ENRICH!* program is listed on the application, available at the District office and on the District website at <http://www.grav.k12.ca.us/ENRICH/ENRICH.html>. The mission and vision of the *ENRICH!* program is to "support the emerging child in becoming a whole person through integration of strong academics, creative traits, and community involvement in an environment that fosters acceptance and respect for self and others. Our vision is accomplished through the dedication of skilled teachers, program leadership, involved families, enriched activities, collaborative relationships with the school administration and committed financial support."

Violence and Bullying Prevention

Gravenstein School utilizes a violence/bully prevention curriculum program. *Second Step* is a state-approved violence prevention program for grades Preschool through eighth grade. Some of the topics covered in this program include empathy, emotion management, impulse control, problem solving, and anger management.

Alignment of Curriculum, Instruction and Materials to Content and Performance Standards

All of the curriculum materials we use in the areas of Reading-Language Arts and Math are aligned with the state standards. Report cards are aligned to reflect progress through the standards at each grade level in grades K-5. Curriculum brochures are completed for all grades.

Gravenstein School uses state-adopted Language Arts textbooks for grades K-5 (Open Court- *Imagine It* 2009), Social Sciences for grades K-5 (Harcourt), Science for grades K-5 (Glenco- McGraw Hill), Spanish for grades 4-5 (Wright Group), and Math for grades K-5 (Harcourt).

Before and After School Program

Gravenstein School offers a Before and After School Program that provides quality child care for students in the District, at a nominal cost to the family. Our program includes a variety of supervised and age-appropriate activities, and nutritious snacks, arts and crafts, homework time and assistance, computer experience, outdoor sports/recreation, as well as self-directed play. Our program is open from 7:00 a.m. to 9:00 am. and from 2:00 p.m. to 6:00 p.m. every school day.

Professional Development

Gravenstein School provides ongoing staff development training to ensure all staff are highly trained in current educational practices and educational research. Professional development for our staff is provided on the adopted Language Arts and Math textbooks, as well as Common Planning Day meetings. We regularly assess the needs for staff development and provide necessary in-service trainings.

Annual Goals for the Gravenstein School

The Gravenstein School complies with the state's accountability requirement through the development, implementation, and annual update of its Local Control Accountability Plan ("LCAP"). The Gravenstein Union School District's Board of Trustees approve the plan annually and copies are provided to appropriate District and Sonoma County Office of Education staff as required by state regulations. How the school intends to address the state's priorities as defined in Education Code Section 52060 are described in a number of locations throughout this petition, and are summarized here as required.

1. Conditions of Learning
2. Implementation of the Common Core Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

Gravenstein School's Goals :

Summary of LCAP goals 2016-17:

Goal #1: The district goal to increase the percentage of students performing at proficient for all subgroups. (Priorities 1, 4, 5, 7)

Goal #2: All teachers and instructional support staff will continue their learning about common core and receive training in common core standards. (Priorities 1, 2)

Goal #3: Teachers will have high quality, common-core aligned instructional materials in Language Arts, Math, and Science in sufficient quantities for all students including EL materials. (Priorities 1, 2)

Goal #4: All students will reach proficiency in common core standards in Math and Language Arts. (Priority 4)

Goal #5: ELs will acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English in English Language Arts and Math. (Priorities 2, 4)

Goal #6: Appropriate academic and social/emotional support will be given to students who are struggling academically and/or socially. (Priorities 4, 6, 8)

Goal #7: Facilities are safe, well-maintained, and conducive to learning and include technology. (Priority 1)

Goal #8: The maintaining of wireless availability for technology that was purchased through September 2015. (Priority 1)

Goal #9: Students experiencing chronic absenteeism will be supported in attending school through individual conferencing, home visits or phone conferencing with parents and/or students as needed. This will include the need to go to their home school district if distance to school is the issue. Parent involvement will be encouraged with personalized requests as needed and appropriate. (Priorities 3, 5 6, 7)

Goal #10: All students will be involved in school wide programs to boost school pride and a feeling of belongingness of each child, to treat others with respect, kindness and compassion, and to ensure that bullying and inappropriate behavior that distracts students from learning is not happening. This includes the use of Second Step lessons in all classrooms. (Priority 6)

D. Serving Students with Disabilities

The Gravenstein School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA") and the Individuals with Disabilities in Education Improvement Act ("IDEIA") and all corresponding state law (Education Code Section 56000 *et seq.*).

The Charter School will operate as a public school of the District for the purpose of special education in accordance with Education Code Section 47641(b). As such, the Charter School's special education students shall be identified, assessed, and served in the same manner as any other student of the District in accordance with their individualized education plans ("IEPs") and applicable state and federal law and District and SELPA policies. The Charter School shall utilize appropriate SELPA forms and commit to all reporting required by the SELPA. The Charter School will ensure that a free and appropriate education in the least restrictive environment is provided to all students with exceptional needs, whether under the IDEA or Section 504. The Charter School will have special education services available from the District that are equivalent to the other District schools.

The facilities to be utilized by the Gravenstein School shall be accessible for all students with disabilities. The Gravenstein School will not discriminate against any student based upon disability.

The Gravenstein School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Gravenstein School. Any student, who has an objectively identified disability which substantially limits a major life activity including but

not limited to learning, is eligible for accommodation by the Gravenstein School. The Charter School shall comply with all applicable policies and procedures of the District related to identification, assessing, and serving students in accordance with Section 504 of the Rehabilitation Act.

Students will be identified for Special Education using the child-find procedures currently in place in the District and SELPA. These procedures can include, if appropriate:

- Extensive use of general education classroom interventions by the teacher;
- A referral from the classroom teacher to the Student Study Team; and/or
- The Student Study Team recommendation for the child to be assessed.

The results of the testing are then presented in a follow-up meeting with the parents. If the student qualifies for Special Education, an IEP is created and sets individualized learning goals and objectives, pursuant to Education Code Section 56710 and in compliance with the California Master Plan for Special Education (Education Code Section 56000 *et seq.*). IEP meetings are held annually to report student progress and adjust goals.

E. Serving Academically Low-Achieving Students

Gravenstein School offers a Learning Lab to provide assistance for students who qualify for special education services as well as students who score below proficient in English Language Arts and/or Math. Gravenstein School utilizes instructional aides who spend a majority of their time working with students who are low performing. These aides allow for focused assistance to students in a small group or individual setting. We also offer tutoring before and after school, and at lunchtime for any student who needs additional remediation assistance and support. Summer school programs are also offered to focus on remediation. Finally, Gravenstein School has adopted state-approved English Language Arts intervention materials in grades 3-5 for students scoring two years below grade level (*Jane Greene-LANGUAGE!*). We have also adopted *Fast Forward* Math intervention materials for grades 4-5.

Gravenstein School holds parent conferences and Student Study Team ("SST") meetings to provide additional support to students and families in need of additional assistance. Within the SST meetings recommendations are made for outside supplemental services or additional academic plans are outlined and implemented.

F. Serving Academically High-Achieving Students

Gravenstein School offers GATE activities one day a week at lunchtime in the areas of English Language Arts and Math for all high-achieving students - *ENRICH!* students or traditional program students scoring at the top on STAR.

High-achieving students at Gravenstein School also have the opportunity to enroll in the *ENRICH!* Creative Arts Magnet/GATE Program.

ENRICH! Program students have a 45 minute longer school day than the traditional program students. All *ENRICH!* students and teachers utilize the same state and district adopted standards-based Math, Language Arts, Social Studies and Science materials but the *ENRICH!* classes may move at a quicker pace since this is a GATE program and students are screened through test results and/or teacher observation to be proficient or above at their grade level. The teachers may add materials to the core

materials. Enrichment classes have included hands-on science, Spanish (two classes a week), chorus, art, African drumming, drama, poetry, dance, newspaper, yearbook, and computer skills, among others. In the visual arts, students have enjoyed silk painting, cartooning, papermaking, and art history.

The *ENRICH!* classes at Gravenstein School are self-contained, as are all grades at Gravenstein. The *ENRICH!* classroom students participate in all grade-alike activities, such as, recesses, lunch, spelling bees, science fairs, etc. and assemblies. All *ENRICH!* students join the regular education students in lunch recess and intramural games, after school sports programs, dances, after-school drama, before school jazz band, before school strings program, spelling bees, and any other program or activity available to regular program students.

There is approximately one field trip per month in the *ENRICH!* program. Past field trips for *ENRICH!* students have included hands-on learning activities at Ft. Ross, and overnights at Pepperwood Reserve and Wolf Camp at Camp Cazadero, as well as other overnight trips for students grades 3rd-5th, various museums, orchestral and operatic programs in San Francisco, and many more. The younger grades stay closer to home with various trips mainly in Sonoma County.

G. Serving English Learners

Gravenstein School will meet all applicable legal requirements for English Learners ("EL") as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. ELs will have full access to the Charter School's educational program.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT"), or, when operationally ready, its replacement, the English Language Proficiency Assessments for California (ELPAC),¹ tested within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC shall

¹ Per the California Department of Education, the CELDT will be administered for the purpose of identification only during the 2017-2018 school year. See California Department of Education, *2016-17 and 2017-18 CELDT Information Guide* (April 2016).

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT/ELPAC tested. All other students who have indicated a home language other than English will continue with annual CELDT /ELPAC testing based upon the date last tested at the prior school of enrollment.

be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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

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

Strategies for English Learner Instruction and Intervention

Gravenstein School offers a Learning Lab to provide assistance for English Learners, as well as instructional aides who allow for focused assistance to students in a small group or individual setting.

Monitoring and Evaluation of Program Effectiveness

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

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

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Education Code Section 47605(b)(5)(B).

See Appendix A for current analysis of measurable pupil outcomes and comparison to local students.

AND

**ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS TOWARDS
MEETING OUTCOMES**

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

Gravenstein School is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by Education Code Section 60605, students will participate in the Statewide California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Assessments (SBAC), the California Science Tests (CAST), and the California Alternate Assessments (CAA), and all other mandated accountability programs, including the Physical Fitness Test (PFT) and the CELDT/ELPAC. Through these assessments, Gravenstein School shall demonstrate student mastery of state standards. Standardized assessments allow us to compare student performance with the rest of the state.

Gravenstein School shall pursue the following pupil outcomes:

MEASURABLE PUPIL OUTCOMES	METHODS OF MEASUREMENT	FREQUENCY OF MEASUREMENT
Meet or exceed API/growth target	API/growth data	Annually
Maintain 95% attendance rate	Attendance records	Monthly
80% of students score Proficient or Advanced in State Standards for Reading, Math, & Science	CAASPP Tests	Annually
The percent of students who score below Proficient in the areas of Reading, Language and Math will improve by a minimum of 5 percent	CAASPP Tests	Annually
Continual English Language Development growth	CELDT/ELPAC Writing samples Teacher observations	Annually Unit Assessments At Trimester Report Cards
Grade level writing proficiency, scored holistically and discussed school wide	Benchmark tests	Twice a year
Grade level reading assessments to assess whether students have reached expected benchmark skills	Benchmark tests	Unit Assessments
Grade level math assessments to assess whether students have reached expected benchmark skills	Benchmark tests	Unit Assessments
Demonstration of healthy living including nutrition and physical education	Physical education	Annually

Measuring Student Progress

All teachers participate in grade level meetings to align curriculum to State Standards and review assessment information on a monthly basis. Teachers submit English Language Arts unit

assessments to the Principal as they are completed, which allows for additional monitoring of student growth (or lack of) to assure intervention is provided.

The Gravenstein School/District Site Council shall analyze the available year-end student performance data for all students annually. The Charter School utilizes CAASPP data, group data, and other indicators to determine if the school has achieved its outcome goals. This data is also analyzed throughout the school year in order to determine if there are any patterns. When areas are identified, teachers and staff at Gravenstein School are directed to look at the core programs and possible interventions that will address these areas. Resources and professional development are utilized to address the need and enhance or change programs if necessary.

School Accountability Report Card ("SARC")

Additionally, Gravenstein School will publish student results annually through the School Accountability Report Card ("SARC"), in compliance with the California Constitution, California Education Code, and ESSA criteria. The report includes pertinent facts and data about the school and will be made available to the public as required by law.

ELEMENT 4: GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Gravenstein School will be non-sectarian in its programs, policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will comply with all applicable federal, state, and local laws that are applicable to public charter schools.

Gravenstein Union School District Board of Trustees

The Charter School shall be governed by the District Board of Trustees in accordance with its adopted bylaws. All duties and operations regarding the Charter School shall be considered a duty of the District Board unless otherwise delegated by the Board. These duties include but are not limited to:

- Hire, supervise, evaluate, discipline, and dismissal of the Superintendent/Principal of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Superintendent;
- Approve all contractual agreements;

- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments and requests for material revisions as necessary;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Superintendent

The Superintendent will be the leader of the Charter School. The Superintendent will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Superintendent reports directly to the Board and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

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

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Board of Trustees;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;

- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Education;
- Complete and submit required documents as requested or required by the charter and/or the Board of Trustees;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote Gravenstein Schools in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report and the SARC;
- Present independent fiscal audit to the Board of Trustees and after review by the Board of Trustees present audit to the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Trustees to a business administrator of the Charter School or other appropriate employee or third party provider.

School Site Council

The Gravenstein School Site Council consists of staff members and parents. The School Site Council is responsible for approving the Comprehensive Site Plan, which is then adopted by the District Board.

Parental Involvement

Gravenstein School provides opportunities for parent involvement through School Site Council, volunteering in classrooms, working in the library, attending Back to School Night, Open House, parent-teacher conferences, and field trips. Gravenstein School also has two parent foundations that support programs in the school, the Gravenstein Schools Foundation (GSF), and Magnet Program Foundation (MPF).

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Employees of the Gravenstein School will remain District employees and thus any movement between the Gravenstein School and the District is subject to the applicable collective bargaining agreements of the District. No public school district employee shall be required to work at the Charter School.

The Gravenstein School will not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Gravenstein School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. Neither the Gravenstein School nor the District will require any employee to work at the Gravenstein School.

A. Background Checks and Tuberculosis Testing

The Gravenstein School will adhere to Education Code Section 44237 and 49406 regarding fingerprinting, background clearance, and tuberculosis testing of employees prior to employment.

B. Teacher Qualifications

Teachers and paraprofessionals will meet all requirements for credentialing and background as required by the Every Student Succeeds Act (ESSA) California Education Code Section 47605(1). Accordingly, the Gravenstein School teachers shall hold a California Commission on Teacher Credentialing certificate, permit, or other documentation equivalent to what a teacher in other public schools would be required to hold. Furthermore, in accordance with applicable federal and state law, teachers will demonstrate subject-matter competence consistent with California state licensure. New teachers, who are new to the profession, receive BTSA and other support to ensure they will earn this status within two years.

Appropriate records, and supplying documentation, of credentials held by the Gravenstein School teachers will be monitored and maintained by the District.

C. Superintendent/Principal Qualifications

The Superintendent serves as the educational leader of the Charter School. The Superintendent shall be responsible for direction of the instructional program, evaluation of staff, operation of the school facility, participation in school activities, community leadership, collaboration with staff as well as other relevant duties assigned.

The Superintendent of Gravenstein School shall have taught for a minimum of three years in a California public school; must possess a valid California Teaching Credential (preference given to a K-12 Multiple Subject Credential); must possess a valid California Administrative Services Credential; and shall have earned a Master of Arts/Science in a field related to education or administration.

D. Human Resources

The following guidelines are in addition to the Human Resources Policy and Procedures of the District, by which the Charter School will abide.

The District shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act. The District recognizes that no employee can be forced to work for a charter entity. Employees will maintain their rights while they work at the Charter School, and have return rights upon leaving their position at the Charter School to work elsewhere in the District.

It is the intent of the District to continue to employ all current certificated employees, subject to the effects of declining enrollment and/or reduction in funding.

All employees of the District who worked at Gravenstein Elementary School, prior to the establishment of the charter, will be offered the opportunity to work in the Gravenstein School with no loss of pay, benefits, or employment status. Once the charter gets approved by the District Board of Trustees, all employees shall continue to be deemed District employees with seniority, sick leave, and other rights and privileges intact.

Existing employee bargaining units, agreements, contracts and policies relating to District personnel will continue to be in effect. Prior to hiring, all new employees will be informed of the charter status of the Charter School. If the charter is revoked or the Charter School is otherwise closed, all employees will revert to their status as employees of the District.

Certificated personnel shall be members of the certificated bargaining unit, and shall be covered by the Collective Bargaining Agreement between the Gravenstein Union Teachers Association and the Gravenstein Union School District. Certificated personnel shall also be covered by all existing provisions in the Education Code pertaining to working conditions of certificated public school employees including tenure and dismissal. In addition, as members of the certificated bargaining unit, Government Code Section 3540 *et seq.* will apply. Certificated staff assignments outside credential authorization will be based on mutual agreement between the administration and the certificated staff member. The current collective bargaining agreement and past practices regarding certificated staff assignments in regard to request and seniority will be maintained.

E. Staff Development

The Gravenstein School recognizes the importance of staff to be trained and educated in the philosophies and programs that supports the values and mission of this charter. In order to support staff in providing students with the best education possible Gravenstein School will provide staff development to staff members as identified by staff.

ELEMENT 6: PUPIL AND STAFF HEALTH & SAFETY

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

The Gravenstein School, as a conversion charter school, will continue to implement District policies and procedures required to ensure the health and safety of all students and staff. The budget includes payment of an indirect costs fee to participate in the district RESIG program, and for the maintenance and security of the facility. Employees participate in a district sponsored workplace health and safety education program on topics such as blood borne pathogens, earthquake safety, and hazardous materials. Appropriate policies are incorporated into the school's student and staff handbooks. All buildings meet Field Act Requirements.

The Gravenstein School will continue to adhere to the existing state laws as well as current District Board policy when implementing its comprehensive set of health and safety policies. These policies at a minimum will address the following topics:

- Fingerprinting and criminal record summary of employees and contractors pursuant to Education Code Section 44237 and 45125.1
- Role of staff as mandated child abuse reporters, including reporting of suspected child abuse, acts of violence, or other improprieties and the role and obligation of staff in the reporting of child abuse pursuant to California Penal Code Section 11164
- Tuberculosis testing for staff and volunteers expected to have prolonged contact with students
- Documenting immunizations for students (including whooping cough) and staff to the extent required by law
- Testing for vision, hearing, scoliosis, and diabetes, pursuant to Education Code Section 49540 *et seq.*
- Responding to natural disasters and emergencies, including appropriate "first responder" training or its equivalent for necessary instructional and administrative staff
- Preventing contact with blood-borne pathogens
- Administering prescription drugs and other medicines
- Maintaining a drug, alcohol, and tobacco-free workplace

All information related to the above-referenced policies will be included in the parent/student and employee handbooks and will be reviewed on an ongoing basis, as determined by District Board policies.

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, a physical tour of the campus to include some staff, school board members and parents, a review of the fire alarm system, and workshops attended by some of the District's safety committee.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The Gravenstein School will implement a recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. The Charter School will monitor this balance each year and will take necessary recruitment steps to achieve this goal. This process involves the following:

- Hosting an annual Open House
- Advertising by way of electronic media, the school's website, and an ad at least once per year in the local newspaper.

As such, the Charter School shall implement a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Gravenstein School will be nonsectarian in its programs, admission policies, and all other operations. The Charter School will admit all students residing in California who wish to attend, subject only to capacity as outlined in Education Code 47605(d)(2). The District Board shall have the sole authority to determine the capacity of the Charter School. The determination of Charter School capacity shall be based on the Charter School's academic program, the Charter School's fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School. The District Board may set separate capacities for the *ENRICH!* program and the traditional Gravenstein School program.

The Gravenstein School will not charge tuition and will not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

For admission to the *ENRICH!* program, students must complete the *ENRICH!* application and meet

Enrich! criteria for admission, available at the District Office or online at:

<http://www.grav.k12.ca.us/>, and must attend an Orientation Day scheduled by the Gravenstein School. Enrollment in the *ENRICH!* program is subject to a student meeting the *ENRICH!* admissions criteria and subject to the capacity set by the District Board. If the number of pupils who meet the criteria for admission to the *ENRICH!* program exceeds the program's capacity, students will be enrolled in the traditional Gravenstein USD program, pursuant to the "Public Random Drawing" procedures listed below.

For admission to the traditional Gravenstein School program, students must complete the Gravenstein School application and meet the criteria for admission, available at the District Office or online at <http://www.grav.k12.ca.us/>, and must attend an Orientation Day scheduled by the Gravenstein School.

An open application period will be publicly announced each year. The Gravenstein School's application process is comprised of the following:

1. Completion of a student admissions application

Registration packets for students who are admitted will also gather the following:

1. Proof of Immunization
2. Home Language Survey
3. Completion of Emergency Medical Information Form
4. Proof of minimum age requirements, e.g. birth certificate
5. Release of records

Public Random Drawing

The Gravenstein School shall admit all pupils who wish to attend the Charter School. However, if the number of pupils who wish to attend the Charter School exceeds the Charter School's capacity, attendance shall be determined by a public random drawing, as required by Education Code Section 47605(d)(2)(B), and as specified by Board policy (except for existing pupils of the charter school). If a public random drawing is necessary, preference for admission in the lottery will be given in the following order:

1. Students attending Gravenstein Elementary School (either in the *ENRICH!* program or the traditional Gravenstein Elementary School program)
2. Students residing in the attendance area of the public school prior to the conversion (District residents)
3. Siblings of existing students
4. Children of school employees
5. Students who reside outside the District

In the public random drawing, all applicants are drawn and listed in order, separately, for each grade level. Once the Charter School's capacity is met, the remaining applicants will continue to be drawn randomly and placed in the order they are drawn on the waiting list. Any vacancies

during the school year after the public random drawing will be filled with the students on the waiting list.

The Charter School will utilize separate application and admissions processes for the *ENRICH!* program and the traditional Gravenstein School program.

Governing Law: The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b)(5)(1).

The Gravenstein School will adhere to policies and administrative regulations adopted by the District Board of Education Policies and Administrative Regulations and will participate in the District Board's annual audit of fiscal and programmatic operations. The District will continue to provide administrative services and budget development for the Charter School. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in any applicable Office Management and Budget Circulars. The District and the Charter School will comply with Sonoma County Office of Education audit and accountability practices, though the Charter school will retain its rights under the parameters of charter school law.

The District and Gravenstein School shall resolve any audit exceptions and/or deficiencies in accordance with District policies and procedures and to the satisfaction of the District. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

ELEMENT 10: SUSPENSION AND EXPULSION

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

The Gravenstein School will follow District Board Policy and Education Code Section 48900 *et seq.* with regard to the suspension and expulsion of students. The Gravenstein School will develop, and the District Board of Education will approve, the behavior guidelines that govern students, including chronic behavior issues. These policies will be printed in the parent/student handbook and will be available on request at the Charter School office. Parents will be notified of serious or repeated behavior infractions. Students will always be treated with respect, listened to attentively, and have access to due process in all instances of serious behavior infractions. Suspensions and expulsions will follow District and Education Code requirements. A student who commits an expellable offense will receive a hearing by the District Board of Trustees or designated Administrative Panel pursuant to District Board Policy.

ELEMENT 11: RETIREMENT PROGRAMS

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

The employees at the Charter School will participate in the State Teachers' Retirement System ("STRS"), the Public Employees' Retirement System ("PERS"), and social security in accordance with his or her position with the District. The District shall be responsible for ensuring that the required contributions and deductions are made.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

The Gravenstein School is a school of choice and no students shall be required to attend. Pupils who reside in the District and choose not to attend the Gravenstein School may choose to attend other public schools through an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the District. Parents and guardians of each student enrolled in the Gravenstein School will be informed on admissions forms that the students have no right to admission in a particular school of the District as a consequence of enrollment in the Gravenstein School, except to the extent that such a right is extended by the District.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

Employees of the Gravenstein School will remain District employees and shall retain the right to return and gain seniority through the District. Therefore, any movement of employees between the Gravenstein School and the District is subject to the applicable collective bargaining agreements of the District.

ELEMENT 14: DISPUTE RESOLUTION

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

In the case of a dispute between Gravenstein School and the District Board of Trustees regarding this charter, the School Site Council will appoint a representative(s) (to include the Superintendent) to act on behalf of the school to bring any matter of concern to the board's attention.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

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

The District will be the exclusive public school employer of all employees of the Gravenstein School for purposes of the Educational Employment Relations Act ("EERA") and for collective bargaining purposes. The District shall comply with the EERA.

ELEMENT 16: SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Closure of the Gravenstein School will be documented by official action of the District Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity

and person or persons responsible for closure-related activities.

The District will promptly notify parents and students of the Gravenstein School, the Sonoma County Office of Education, the California Department of Education, the Sonoma SELPA, and the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security) of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents (guardians) may obtain copies of pupil records.

The Board will ensure that the notification to the parents and students of the Gravenstein School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Gravenstein School. The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The District will store original records of the Gravenstein School students. All records of the Gravenstein School shall be transferred to the District upon charter School closure and maintained in accordance with law.

The Gravenstein School will revert back to non-charter status upon closure of the charter, unless otherwise closed by the District. As soon as reasonably practical, the District will prepare final financial records. The District will also have an independent audit completed within six months after closure. The audit will be prepared by a qualified Certified Public Accountant selected by the District. The final audit will include the following:

- An accounting of all financial assets, including cash and accounts receivable
- An inventory of property, equipment, and other items of material value
- An accounting of the liabilities, including accounts payable
- Any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation
- An assessment of the disposition of any restricted funds received by or due to the Gravenstein School.

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

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

As specified by the attached Budget, the District will utilize the Charter School's reserve fund to undertake any expenses associated with the closure procedures identified above.

ELEMENT 17: ADDITIONAL REQUIREMENTS

A. Liability and Indemnity

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School shall remain under District insurance coverage. Insurance amounts will be determined by recommendation of the District and its insurer for schools of similar size, location, and student population.

The District will institute and maintain appropriate risk management practices.

B. Term of Charter

The requested term of the charter shall be for five years, from July 1, 2017 to June 30, 2022.

C. Material Revisions

Any material revisions to this Charter must be formally approved by the District Board in accordance with Education Code Section 47607.

D. Financial Plan

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix A, please find a multi-year projection for 2016/17, 2017/18, and 2018/19, including budget assumptions for the 2016/17 through 20121/22 fiscal years.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

E. **Centralized Administrative Services**

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

Centralized administrative services at the Gravenstein School will be run in a substantially similar fashion to those at other schools in the District. All "back office" services will be handled by the District.

F. **Facilities**

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

Gravenstein School will be located within the District boundaries, and will operate from the existing Gravenstein Elementary School site at 3840 Twig Avenue, Sebastopol, California. The Gravenstein Elementary School site comprises 23 classrooms, a speech and language pathologist/school psychologist room, a library, school office, district office, and a multipurpose room.

APPENDIX A MEASURABLE PUPIL OUTCOMES 2016

APPENDIX B BUDGET

Smarter Balanced Assessment Test Results for:

Sonoma County

CDS Code: 49-00000-0000000

SUMMARY REPORT CHANGE OVER TIME

Report Options

Select Year:

2016

Select Group/Subgroup:

All Students (Default)

Apply Selections

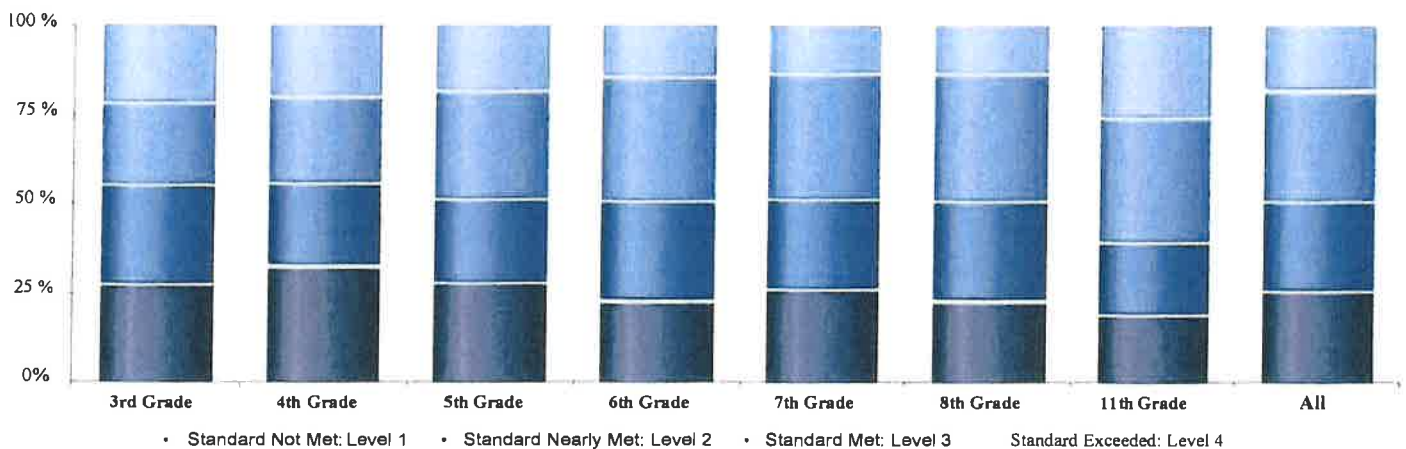
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#).

In order to protect student privacy, an asterisk(*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

Smarter Balanced Results (2016)

English Language Arts/ Literacy

Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

Gravenstein Union Elementary District

CDS Code: 49-70714-0000000

Gravenstein Union Elementary District

Sonoma County

CHANGE OVER TIME

Report Options

Select Year:

2016

Select Group/Subgroup:

All Students (Default)

Apply Selections

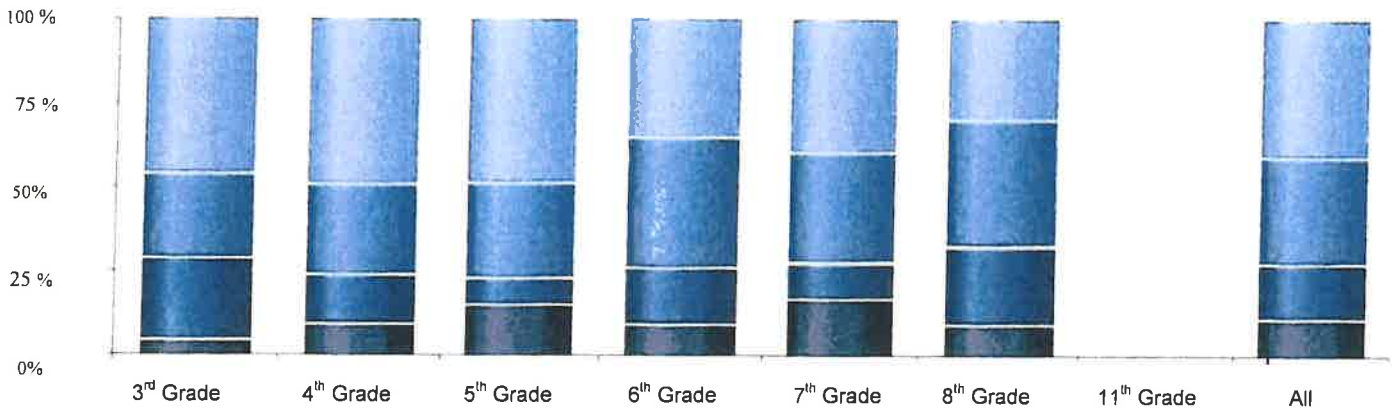
To learn more about the results displayed below, please visit [Understanding Smarter Balanced Assessment Results](#)

In order to protect student privacy, an asterisk(*) will be displayed instead of a number on test results where 10 or fewer students had tested. Additionally, within subgroup views only, "N/A" will be displayed instead of the number of students when student subgroup counts are 10 or fewer.

Smarter Balanced Results (2016)

English Language Arts/Literacy

Achievement Level Distribution

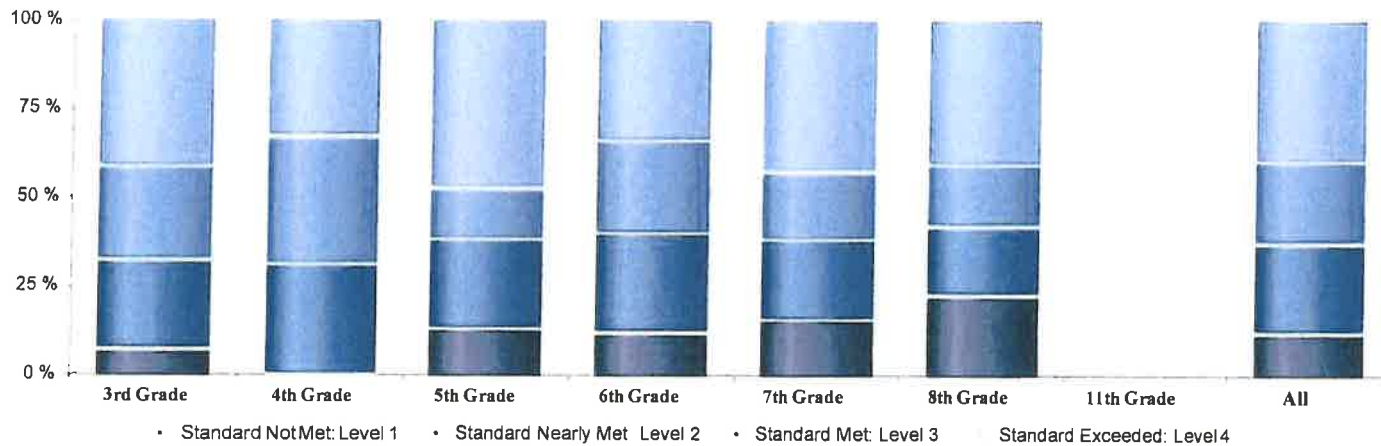


• Standard Not Met: Level 1 • Standard Nearly Met: Level 2 • Standard Met: Level 3 • Standard Exceeded: Level 4

[English Language Arts/Literacy Achievement Level Descriptors](#)

Mathematics

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

Gravenstein Elementary School Multi-Year Projection

	2017-18	2018-19	2019-20	2020-2021	2021-2022
Revenue	Fd 03	Fd 03	Fd 03	Fd 03	Fd 03
8010-8099	\$3,266,596	\$3,366,679	\$3,469,699	\$3,575,872	\$3,685,293
8100-8299	\$ 69,566	\$ 69,566	\$ 69,566	\$ 69,566	\$ 69,566
8300-8599	\$ 131,780	\$ 119,841	\$ 119,841	\$ 119,841	\$ 119,841
8600-8799	\$ 335,053	\$ 335,053	\$ 335,053	\$ 335,053	\$ 335,053
Revenue Total	\$3,802,994	\$3,891,138	\$3,994,158	\$4,100,331	\$4,209,753
Expenditures	Fd 03	Fd 03	Fd 03	Fd 03	Fd 03
1000	\$2,048,124	\$2,078,846	\$2,110,029	\$2,141,679	\$2,173,804
2000	\$ 368,439	\$ 370,281	\$ 372,133	\$ 373,993	\$ 375,863
3000	\$ 711,756	\$ 757,978	\$ 807,171	\$ 859,556	\$ 915,341
4000	\$ 157,142	\$ 158,714	\$ 160,301	\$ 161,904	\$ 163,523
5000	\$ 497,121	\$ 502,093	\$ 507,114	\$ 512,185	\$ 517,307
6000	\$ -	\$ -	\$ -	\$ -	\$ -
7000	\$ 1,936	\$ 1,936	\$ 1,936	\$ 1,936	\$ 1,936
Expenditure Total	\$3,784,519	\$3,869,848	\$3,958,683	\$4,051,254	\$4,147,775
Net Change	\$ 18,475	\$ 21,290	\$ 35,475	\$ 49,077	\$ 61,978
Beginning Balance	\$1,104,750	\$1,123,225	\$1,144,515	\$1,179,990	\$1,229,067
Ending Fund Balance	\$1,123,225	\$1,144,515	\$1,179,990	\$1,229,067	\$1,291,045

Assumptions: Multi-Year Budget Projection

Assumptions: Multi-Year Budget Projection

	2017-2018 Year 1 - Projection	2018-2019 Year 2 - Projection	2019-2020 Year 3 - Projection	2020-2021 Year 4 - Projection	2021-2022 Year 5 - Projection
Revenue					
Revenue Sources					
COLAs used	1.48%	2.40%	2.53%	2.66%	2.66%
Gap Funding rates used (Dept. of Finance)	23.67%	34.42%	35.88%	37.32%	43.36%
Unduplicated Count %					
District Funded ADA	Dist: 34.04%, Gravenstein Chtr: 19.13%, Hillcrest Chtr: 17.54%	Dist: 34.04%, Gravenstein Chtr: 19.13%, Hillcrest Chtr: 17.54%	Dist: 34.04%, Gravenstein Chtr: 19.13%, Hillcrest Chtr: 17.54%	Dist: 34.04%, Gravenstein Chtr: 19.13%, Hillcrest Chtr: 17.54%	Dist: 34.04%, Gravenstein Chtr: 19.13%, Hillcrest Chtr: 17.54%
Charter funded ADA	43.65	43.65	43.65	43.65	43.65
COE funded ADA	660.86	660.86	660.86	660.86	660.86
Property Taxes % incl/dec	6.79	6.79	6.79	6.79	6.79
Federal	Same as 16-17	Same as 17-18	Same as 18-19	Same as 19-20	Same as 20-21
Other State - Unrestricted	Same as 16-17 (less Title I carryover and Title \$101,826 Lottery, \$10,668 MBG and \$10,966 \$32K lottery and \$192K STRS on-behalf)	Same as 17-18	Same as 18-19	Same as 19-20	Same as 20-21
Other State - Restricted	Same as 16-17	Same as 17-18	Same as 18-19	Same as 19-20	Same as 20-21
Local	Same as 16-17	Same as 17-18	Same as 18-19	Same as 19-20	Same as 20-21
Expenditures					
Certificated Salaries					
Staffing (FTEs)	Same as 16-17	Same as 17-18	Same as 18-19	Same as 19-20	Same as 20-21
Step & Column Costs	1.5% increase over PY	1.5% increase over PY	1.5% increase over PY	1.5% increase over PY	1.5% increase over PY
Classified Salaries					
Staffing (FTEs)	Same as 16-17	Same as 17-18	Same as 18-19	Same as 19-20	Same as 20-21
Step & Column Costs	.5% increase over PY	5% increase over PY	5% increase over PY	5% increase over PY	5% increase over PY
Other Adjustments					
Employee Benefits					
Statutory Benefits (Fixed)	STRS 14.43% PERS 15.80%, SUI .05%, OASDI 7.65%, WC 1.94% + 1% over PY	STRS 16.28% PERS 18.70%, SUI .05%, OASDI 7.65%, WC 1.94% + 1% over PY	STRS 18.13% PERS 21.6%, SUI .05%, OASDI 7.65%, WC 1.94% + 1% over PY	STRS 19.1% PERS 24.9%, SUI .05%, OASDI 7.65%, WC 1.94% + 1% over PY	STRS 19.1% PERS 24.9%, SUI .05%, OASDI 7.65%, WC 1.94% + 1% over PY
Health & Welfare Benefits	Health & Welfare benefits are capped	Same as 17-18	Same as 18-19	Same as 19-20	Same as 20-21
Medical	1% increase over PY minus \$90K 1x expenses; chrome books & software and reduced textbook set-aside by \$75K	1% increase over PY	1% increase over PY	1% increase over PY	1% increase over PY
Books and Supplies	Does include \$50K for Science adoption	Does include \$50K for Social Studies adoption			
Services, Other Oper Exp	1% increase over PY minus \$66K for expenditures budget with Educator Effectiveness and Title I and II carryover	1% increase over PY	1% increase over PY	1% increase over PY	1% increase over PY
Special Education	2% increase over PY	2% increase over PY	2% increase over PY	2% increase over PY	2% increase over PY
Unrestricted Contribution	Same as 16-17	Same as 17-18	Same as 18-19	Same as 19-20	Same as 20-21
Non-Public School	7 students in COE Operated Programs	7 students in COE Operated Programs	7 students in COE Operated Programs	7 students in COE Operated Programs	7 students in COE Operated Programs
SCOE K-22 Placement	Transportation costs \$34K	Transportation costs \$34K	Transportation costs \$34K	Transportation costs \$34K	Transportation costs \$34K
Transportation	None	None	None	None	None
Capital Outlay	Same as 16-17 Adopted Budget	Same as 17-18	Same as 18-19	Same as 19-20	Same as 20-21
Transfers (Out)	2% increase over PY	2% increase over PY	2% increase over PY	2% increase over PY	2% increase over PY
Contribution					

HILLCREST MIDDLE SCHOOL

A California Public Charter School

CHARTER SCHOOL PETITION

725 BLOOMFIELD ROAD
SEBASTOPOL, CA 95472

FINAL DRAFT FOR PUBLIC HEARING AND GOVERNING BOARD APPROVAL

First presented 5/10/17

Public Hearing 6/5/17

Approved 6/14/17

ORIGINALLY APPROVED BY THE GOVERNING BOARD: 5/9/12

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INTRODUCTION

This charter allows us to have increased flexibility in exchange for heightened accountability to meet the goals set forth by the Legislature in 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 district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.*
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.*
- (c) Encourage the use of different and innovative teaching methods.*
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.*
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public schools system.*
- (f) Hold the schools established under this 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.*

AFFIRMATIONS/ASSURANCES

As the authorized lead petitioner, I, Jennifer Schwinn, hereby certify that the information submitted in this petition for Hillcrest Middle School ("Hillcrest" or the "Charter School"), a traditional middle school (Hillcrest Middle School, or "HMS") converted into a California public charter school, and located within the boundaries of the Gravenstein Union School District (the "District") is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The District shall be deemed the exclusive public school employer of the employees of Hillcrest Middle School for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with section 3540) of Division 4 of Title 4 of the Government Code). [Ref. Education Code Section 47605(b)(5)(O)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), which requires the Charter School to give admissions preference to pupils who reside within the former attendance area of Hillcrest Middle School, admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220, including, but not necessarily limited to the following, whether actual or perceived: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law,

including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. The Charter School will be located at a facility within the boundaries of the Gravenstein Union School District. [Ref. California Education Code Sections 47605(a)(4) and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the Every Student Succeeds Act (ESSA) (Pub.L. 114-95).
- The Charter School shall comply with the California Public Records Act (Government Code Section 6250 *et seq.*).
- The Charter School shall comply with the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232g) and corresponding regulations, and related state law (Education Code Section 49062 *et seq.*).
- The Charter School shall comply with the Ralph M. Brown Act (Government Code Section 54950 *et seq.*).
- The Charter School shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Schwinn, Lead Petitioner

Date _____

Jennifer

ELEMENT 1: EDUCATIONAL PROGRAM

Governing Law: A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners. Education Code Section 47605(b)(5)(A)(i).

A. Students to be Served – Whom the School is Attempting to Educate

Hillcrest Middle School shall serve approximately 280 students in grades six through eight (6-8). All students will be offered a rigorous core academic program including advanced mathematics courses, Spanish instruction for all students, and a strong music and performing arts program. Most students live in the western, rural section of Sebastopol in Sonoma County and come from primarily English-speaking homes of a variety of socio-economic backgrounds.

The table below provides an overview of the student demographics at Hillcrest Middle School in 2016-17:

HILLCREST MIDDLE SCHOOL STUDENT POPULATION 2016-17	
<i>Ethnicity</i>	<i>Percentage</i>
African American	1.4%
Native Hawaiian/Pacific Islander	1.1
Asian	2.1
Filipino	1.4%
Latino or Hispanic	9.3%
White	83.9%
Multiple/No Response	0.7%
<i>Sub-Group</i>	
Free or Reduced Lunch Participants	12.1%
English Learners	5.7%
Students with Disabilities	6.4%

B. Mission, Vision and Core Educational Philosophy

Mission: Hillcrest Middle School is dedicated to academic excellence and the cultivation of individual strengths and talents in a caring and cooperative environment. Our sense of community fosters a high level of ethical, responsible citizenship.

Vision: Each child shall master the knowledge, attitudes and skills necessary to become a contributing and productive citizen. Through the cooperative efforts of home, school, and community, we shall accomplish the following goals:

1. School Environment
 - a. Positive, non-threatening environment with consistent discipline.
 - b. Students will learn the value of respecting oneself, each other and authority.
 - c. Pro-active interventions for at-risk students.
 - d. Strive for optimum class sizes.
2. Curriculum & Assessment

- a. Develop a set of standards-based (grade-specific) curriculum brochures, report cards, strategies and practices utilizing California state standards.
 - b. Standardize and adopt state board adopted curriculum and materials to ensure student success and to meet high school entrance and exit exam requirements.
 - c. Students will be prepared to meet proficiency standards.
3. Coordination of School and Community
- a. Articulation and coordination of curriculum with the State of California. Encourage Hillcrest Middle School connection with Governor's Initiative trainings for professional development.
 - b. Volunteerism-students in the community and community in the school.
 - c. Recruit and encourage business and professional interaction with the school.

An Educated Person of the 21st Century

Hillcrest Middle School will provide an environment in which children will develop into confident, self-motivated, resourceful, productive lifelong learners. Hillcrest Middle School students are expected to become socially responsible citizens to better our global community. To meet the challenges of the current century, students at Hillcrest Middle School will acquire the habits and skills necessary to succeed in school and beyond, as contributing citizens of the 21st century. These habits and skills include:

- Critical Thinking
- Problem Solving
- Inquiry
- Ability to reflect
- Collaboration
- Knowledge of the creative arts and music
- Utilization of positive character traits
- Participates in community service projects
- Technological experience, confidence and understanding

C. How Learning Best Occurs: Instructional Design and Curriculum

The following combination of key elements comprises Hillcrest Middle School's approach to instruction for the students to be served by the Charter School:

- Academically rigorous instruction
- One of the strongest music programs in Sonoma County, with a 6th grade band, 7th grade band, 8th grade band, a jazz band, and a strings ensemble
- Advanced mathematics
- Competitive and intramural sports programs
- Computer lab and media center
- Spanish instruction for all students
- Student leadership, dances
- poetry classes for 8th graders
- Classroom computers available for every student
- Outdoor educational experiences for every student

All classes at Hillcrest Middle School offer an approximate pupil-to-teacher ratio of 25:1. Instructional and temporary support assistants are utilized according to need in the classroom. Instructional assistants work in conjunction with the Special Education Teachers to instruct in Learning Labs. The Learning Labs are operated

through combining categorical funding to serve students who need intervention or tutoring. Students are provided services according to their needs – regardless of whether they qualify for special education or not. This setting provides additional services in the areas of Reading/Language Arts and Math to identified and/or below-grade-level students. Other services available to Hillcrest Middle School students include the Speech and Language Program, a school psychologist, and an academic counselor.

Integration of Music and the Arts

Hillcrest Middle School offers a variety of scheduled music, art and drama programs. Our *ENRICH!* Creative Arts Magnet/GATE Program includes additional field trips and enrichment/elective classes.

ENRICH! Magnet/GATE Creative Arts Program

The *ENRICH!* program is a creative arts magnet program that emphasizes strong academics, creative and performing arts and involved parents. Application to the *ENRICH!* program is a separate and additional enrollment and application process. Criteria considered for enrollment in the *ENRICH!* program is listed on the application, available at the District office and on the District website at www.grav.k12.ca.us. The mission and vision of the *ENRICH!* program is to “support the emerging child in becoming a whole person through integration of strong academics, creative arts, and community involvement in an environment that fosters acceptance and respect for self and others. Our vision is accomplished through the dedication of skilled teachers, program leadership, involved families, enriched activities, collaborative relationships with the school administration and committed financial support.”

Violence and Bullying Prevention

Hillcrest Middle School utilizes a violence/bully prevention curriculum programs. *Second Step* is a state-approved violence prevention program for grades Preschool through eighth grade. Some of the topics covered in this program include empathy, emotion management, impulse control, problem solving, and anger management. All Hillcrest staff, from the principal on down, are trained to recognize, intervene and provide ongoing follow-up when bullying issues arise.

Alignment of Curriculum, Instruction and Materials to Content and Performance Standards

All of the curriculum materials we use in the areas of Reading-Language Arts and Math are aligned with the state standards. Curriculum brochures are completed for all grades.

Hillcrest Middle School uses state-adopted Language Arts textbooks (McDougal Littell), Social Sciences (History Alive), Science for (McDougal Littell), Spanish (Glenco), and Math (Houghton Mifflin Harcourt 2015).

Professional Development

Hillcrest Middle School provides ongoing staff development training to ensure all staff are highly trained in current educational practices and educational research. Professional development for our staff is provided on the adopted Language Arts and Math textbooks, as well as Common Planning Day meetings. We regularly assess the needs for staff development and provide necessary in-service trainings.

Annual Goals for Hillcrest Middle School

Hillcrest Middle School complies with the state’s accountability requirement through the development, implementation, and annual update of its Local Control Accountability Plan (“LCAP”). The Gravenstein Union School District’s Board of Trustees approve the plan annually and copies are provided to appropriate District and Sonoma County Office of

Education staff as required by state regulations. How the school intends to address the state's priorities as defined in Education Code Section 52060 are described in a number of locations throughout this petition, and are summarized here as required.

1. Conditions of Learning
2. Implementation of the Common Core Standards
3. Parental Involvement
4. Pupil Achievement
5. Pupil Engagement
6. School Climate
7. Course Access
8. Other Pupil Outcomes

Hillcrest Middle School's Goals :

Summary of LCAP goals 2016-17:

Goal #1: The district goal to increase the percentage of students performing at proficient for all subgroups. (Priorities 1, 4, 5, 7)

Goal #2: All teachers and instructional support staff will continue their learning about common core and receive training in common core standards. (Priorities 1, 2)

Goal #3: Teachers will have high quality, common-core aligned instructional materials in Language Arts, Math, and Science in sufficient quantities for all students including EL materials. (Priorities 1, 2)

Goal #4: All students will reach proficiency in common core standards in Math and Language Arts. (Priority 4)
Goal #5: ELs will acquire full proficiency in English as rapidly and effectively as possible and attain parity with native speakers of English in English Language Arts and Math. (Priorities 2, 4)

Goal #6: Appropriate academic and social/emotional support will be given to students who are struggling academically and/or socially. (Priorities 4, 6, 8)

Goal #7: Facilities are safe, well-maintained, and conducive to learning and include technology. (Priority 1)

Goal #8: The maintaining of wireless availability for technology that was purchased through September 2015. (Priority 1)

Goal #9: Students experiencing chronic absenteeism will be supported in attending school through individual conferencing, home visits or phone conferencing with parents and/or students as needed. This will include the need to go to their home school district if distance to school is the issue. Parent involvement will be encouraged with personalized requests as needed and appropriate. (Priorities 3, 5 6, 7)

Goal #10: All students will be involved in school wide programs to boost school pride and a feeling of belongingness of each child, to treat others with respect, kindness and compassion, and to ensure that bullying and inappropriate behavior that distracts students from learning is not happening. This includes the use of Second Step lessons in all classrooms. (Priority 6)

D. Serving Students with Disabilities

Hillcrest Middle School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”) and all corresponding state law (Education Code Section 56000 *et seq.*).

The Charter School will operate as a public school of the District for the purpose of special education in accordance with Education Code Section 47641(b). As such, the Charter School’s special education students shall be identified, assessed, and served in the same manner as any other student of the District in accordance with their individualized education plans (“IEPs”) and applicable state and federal law and District and SELPA policies. The Charter School shall utilize appropriate SELPA forms and commit to all reporting required by the SELPA. The Charter school will ensure that a free and appropriate education in the least restrictive environment is provided to all students with exceptional needs, whether under Section 504 or the IDEA. The Charter School will have special education services available from the District that are equivalent to the other District schools.

The facilities to be utilized by the Hillcrest Middle School shall be accessible for all students with disabilities. The Hillcrest Middle School will not discriminate against any student based upon disability.

The Hillcrest Middle School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Hillcrest Middle School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Hillcrest Middle School. The Charter School shall comply with all applicable policies and procedures of the District related to identification, assessing, and serving students in accordance with Section 504 of the Rehabilitation Act.

Students will be identified for Special Education using child-find procedures currently in place in the District and SELPA. These procedures can include, if appropriate:

- Extensive use of general education classroom interventions by the teacher;
- A referral from the classroom teacher to the Student Study Team; and/or
- The Student Study Team recommendation for the child to be assessed.

The results of the testing are then presented in a follow-up meeting with the parents. If the student qualifies for Special Education, an IEP is created and sets individualized learning goals and objectives, pursuant to Education Code Section 56710 and in compliance with the California Master Plan for Special Education (Education Code Section 56000 *et seq.*). IEP meetings are held annually to report student progress and adjust goals.

E. Serving Academically Low-Achieving Students

Hillcrest Middle School offers a Learning Lab to provide assistance for students who qualify for special education services as well as students who score below proficient in English Language Arts and/or Math. Hillcrest Middle School utilizes teacher assistants (TAs) who spend a majority of their time working with students who are low performing. These TAs allow for focused assistance to students in a small group or individual setting. Hillcrest Middle School has adopted state-approved English Language Arts intervention materials (*Jane Greene-LANGUAGE!*) in grades 6-8 for students scoring at least two years below their appropriate grade levels. We have also adopted *Fast Forward* Math intervention materials for grades 6-7.

Hillcrest Middle School holds parent conferences and Student Study Team (“SST”) meetings to provide additional support to students and families in need of additional assistance. Within the SST meetings recommendations are made for outside support services or additional academic plans are outline and implemented.

F. Serving Academically High-Achieving Students

Hillcrest Middle School offers enrichment activities in the areas of English Language Arts and Math for all high-achieving students – *ENRICH!* students or traditional program students scoring at the top of their grade level on STAR tests.

High-achieving students at Hillcrest Middle School also have the opportunity to enroll in the *ENRICH!* Creative Arts Magnet Program.

ENRICH! Program students have a 45 minute longer school day than the traditional program students. All *ENRICH!* students and teachers utilize the same state and district adopted standards-based Math, Language Arts, Social Studies and Science materials but the *ENRICH!* classes may move at a quicker pace since this is an accelerated program and students are screened through test results and/or teacher observation to be proficient or above at their grade level. The teachers may add materials to the core materials. Enrichment classes have included hands-on science, Spanish (two classes a week), chorus, art, African drumming, drama, poetry, dance, newspaper, yearbook, and computer skills, among others. In the visual arts, students have enjoyed silk painting, cartooning, papermaking, and art history.

The *ENRICH!* classroom and Traditional program students participate in all grade-alike activities, such as, recesses, lunch, spelling bees, science fairs, etc. and assemblies. All *ENRICH!* program students join the regular education students in lunch recess and intramural games, after school sports programs, dances, after-school drama, before school jazz band, before school strings program, spelling bees, and any other program or activity available to traditional program students.

There is at least one field trip a month in the *ENRICH!* program. Past field trips for *ENRICH!* students have included hands-on learning activities such as, the Shakespeare Festival in Ashland, Oregon, Yosemite National Park, other overnight trips, various museums, orchestral and operatic programs in San Francisco, and many more.

G. Serving English Learners

Hillcrest Middle School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. ELs will have full access to the Charter School’s educational program.

Home Language Survey

The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”), or, when operationally ready, its replacement, the English Language Proficiency Assessments for California (“ELPAC”) tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT/ELPAC testing and of CELDT/ELPAC results within thirty days of receiving results from publisher. The CELDT/ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT/ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

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

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Strategies for English Learner Instruction and Intervention

Hillcrest Middle School offers a Learning Lab to provide assistance for English Learners, as well as instructional aides who allow for focused assistance to students in a small group or individual setting.

Monitoring and Evaluation of Program Effectiveness

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

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

ELEMENT 2: MEASURABLE PUPIL OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Education Code Section 47605(b)(5)(B).

See Appendix A for current analysis of measurable pupil outcomes and comparison to local students.

ELEMENT 3: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

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

Hillcrest Middle School is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by Education Code Section 60605, students will participate in the California Assessment of Student Performance and Progress (CAASPP) System, which includes the Smarter Balanced Assessments (SBAC), the California Science Tests (CAST), and the California Alternate Assessments (CAA), and all other mandated accountability programs, including the Physical Fitness Test (PFT) and the CELDT/ELPAC. . Through these assessments, Hillcrest Middle School shall demonstrate student mastery of state standards. Standardized assessments allow us to compare student performance with the rest of the state.

Hillcrest Middle School shall pursue the following pupil outcomes:

MEASURABLE PUPIL OUTCOMES	METHODS OF MEASUREMENT	FREQUENCY OF MEASUREMENT
Meet or exceed API growth target	API/achievement rubrics	Annually
Maintain 95% attendance rate	Attendance records	Monthly
80% of students will meet or exceed the State Standards for Reading, Math, Science.	CAASPP Tests	Annually
The percent of students who score below standard in the areas of Reading, Language and Math will improve by a minimum of 5 percent	CAASPP Tests	Annually
Continual English Language Development growth	CELDT Writing samples Teacher observations	Annually Unit Assessments At Trimester Report Cards
Grade level writing proficiency, scored holistically and discussed school wide	Benchmark tests	Twice a year
Grade level reading assessments to assess whether students have reached expected benchmark skills	Benchmark tests	Unit Assessments
Grade level math assessments to assess whether students have reached expected benchmark skills	Benchmark tests	Unit Assessments
Demonstration of healthy living including nutrition and physical education	Physical education	Annually

Measuring Student Progress

All teachers participate in grade level meetings to align curriculum to State Standards and review assessment information on a monthly basis. Teachers submit English Language Arts unit assessments to the Principal as they are completed, which allows for additional monitoring of student growth (or lack of) to assure intervention is provided.

The Hillcrest Middle School/District Site Council shall analyze the available year-end student performance data for all students annually. The Charter School utilizes CAASPP data, group data, and other indicators to determine if the school has achieved its outcome goals. This data is also analyzed throughout the school year in order to determine if there are any patterns. When areas are identified, teachers and staff at Hillcrest Middle

School are directed to look at the core programs and possible interventions that will address these areas. Resources and professional development are utilized to address the need and enhance or change programs if necessary.

School Accountability Report Card (“SARC”)

Additionally, Hillcrest Middle School will publish student results annually through the School Accountability Report Card (“SARC”), in compliance with the California Constitution, California Education Code, and ESSA criteria. The report includes pertinent facts and data about the school and will be made available to the public as required by law.

ELEMENT 4: GOVERNANCE STRUCTURE OF THE SCHOOL

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

Hillcrest Middle School will be non-sectarian in its programs, policies, employment practices, and all other operations; shall not charge tuition; and shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will comply with all applicable federal, state, and local laws that are applicable to public charter schools.

Gravenstein Union School District Board of Trustees

The Charter School shall be governed by the District Board of Trustees in accordance with its adopted bylaws. All duties and operations regarding the Charter School shall be considered a duty of the District Board unless otherwise delegated by the Board. These duties include but are not limited to:

- Hire, supervise, evaluate, discipline, and dismissal of the Superintendent/Principal of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Superintendent;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School’s annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips;

- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments and requests for material revisions as necessary;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

The Principal

The Principal will be the leader of the Charter School. The Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Principal reports to the Superintendent and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees (if so assigned by the Superintendent) in the Charter School.

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

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Board of Trustees;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and recommend employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Education;
- Complete and submit required documents as requested or required by the charter and/or the Board of Education;
- Identify the staffing needs of the Charter School and offer staff development as needed;
- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote Hillcrest Middle School in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development ;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the school annual performance report and the SARC;
- Present independent fiscal audit to the Board of Trustees and after review by the Board of Education present audit to the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Trustees to a business administrator of the Charter School or other appropriate employee or third party

provider.

School Site Council

The District Site Council consists of staff members and parents. The Site Council is responsible for approving of the Comprehensive Site Plan which is then adopted by the District Board.

Parental Involvement

Hillcrest Middle School provides opportunities for parent involvement through the District Site Council, volunteering in classrooms, working in the library, attending Back to School Night, Open House, parent-teacher conferences, and field trips. Hillcrest Middle School also has two parent foundations that support programs in the school, the Gravenstein Schools Foundation (GSF), and Magnet Program Foundation (MPF).

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

Employees of the Hillcrest Middle School will remain District employees and thus any movement between the Hillcrest Middle School and the District is subject to the applicable collective bargaining agreements of the District. No public school district employee shall be required to work at the Charter School.

The Hillcrest Middle School will not discriminate against any employee on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Hillcrest Middle School will be nonsectarian in its programs, admission policies, employment practices, and all other operations. Neither the Hillcrest Middle School nor the District will require any employee to work at the Hillcrest Middle School.

A. Background Checks and Tuberculosis Testing

The Hillcrest Middle School will adhere to Education Code Section 44237 and 49406 regarding fingerprinting, background clearance, and tuberculosis testing of employees prior to employment.

B. Teacher Qualifications

Teachers and paraprofessionals will meet all requirements for credentialing and background as required by the Every Student Succeeds Act and California Education Code Section 47605(1). Accordingly, the Hillcrest Middle School teachers shall hold a California Commission on Teacher Credentialing certificate, permit, or other documentation equivalent to what a teacher in other public schools would be required to hold. Furthermore, in accordance with the provisions of applicable federal and state law, teachers will demonstrate subject-matter competence consistent with California state licensure. New teachers, who are new to the profession, receive BTSA and other support to ensure they will earn this status within two years.

Appropriate records, and supporting documentation, of credentials held by the Hillcrest Middle School teachers will be monitored and maintained by the District.

C. Principal Qualifications

The Hillcrest Middle School Principal serves as the educational leader of the Charter School. The Principal shall be responsible for direction of the instructional program, evaluation of staff, operation of the school facility, participation in school activities, community leadership, collaboration with staff as well as other relevant duties assigned.

The Principal of Hillcrest Middle School shall have taught for a minimum of three years in a California public school; must possess a valid California Teaching Credential and must possess a valid California Administrative Services Credential.

D. Human Resources

The following guidelines are in addition to the Human Resources Policy and Procedures of the District, by which the Charter School will abide.

The District shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act. The District recognizes that no employee can be forced to work for a charter entity. Employees will maintain their rights while they work at the Charter School, and have return rights upon leaving their position at the Charter School to work elsewhere in the District.

It is the intent of the District to continue to employ all current certificated employees, subject to the effects of declining enrollment and/or reduction in funding.

All employees of the District who worked at Hillcrest Middle School, prior to the establishment of the charter, will be offered the opportunity to work in the Hillcrest Middle School with no loss of pay, benefits or employment status. Once the charter gets approved by the District Board of Trustees, all employees shall continue to be deemed District employees with seniority, sick leave, and other rights and privileges intact.

Existing employee bargaining units, agreements, contracts and policies relating to District personnel will continue to be in effect. Prior to hiring, all new employees will be informed of the charter status of the Charter School. If the charter is revoked or the Charter School is otherwise closed, all employees will revert to their status as employees of the District.

Certificated personnel shall be members of the certificated bargaining unit, and shall be covered by the Collective Bargaining Agreement between the Gravenstein Union Teachers Association and the Gravenstein Union School District. Certificated personnel shall also be covered by all existing provisions in the Education Code pertaining to working conditions of certificated public school employees including tenure and dismissal. In addition, as members of the certificated bargaining unit, Government Code Section 3540 *et seq.* will apply. Certificated staff assignments outside credential authorization will be based on mutual agreement between the administration and the certificated staff member. The current collective bargaining agreement and past practices regarding certificated staff assignments in regard to request and seniority will be maintained.

E. Staff Development

The Hillcrest Middle School recognizes the importance of staff to be trained and educated in the philosophies and programs that supports the values and mission of this charter. In order to support staff in providing students with the best education possible Hillcrest Middle School will provide staff development to staff members as identified by staff.

ELEMENT 6: PUPIL AND STAFF HEALTH & SAFETY

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

The Hillcrest Middle School, as a conversion charter school, will continue to implement District policies and procedures required to ensure the health and safety of all students and staff. The budget includes payment of an indirect costs fee to participate in the district RESIG program, and for the maintenance and security of the facility. Employees participate in a district sponsored workplace health and safety education program on topics such as blood borne pathogens, earthquake safety, and hazardous materials. Appropriate policies are incorporated into the school's student and staff handbooks. All buildings meet Field Act Requirements.

The Hillcrest Middle School will continue to adhere to the existing state laws as well as current District Board policy when implementing its comprehensive set of health and safety policies. These policies at a minimum will address the following topics:

- Fingerprinting and criminal record summary of employees and contractors pursuant to Education Code Section 44237 and 45125.1
- Role of staff as mandated child abuse reporters, including reporting of suspected child abuse, acts of violence, or other improprieties and the role and obligation of staff in the reporting of child abuse pursuant to California Penal Code Section 11164
- Tuberculosis testing for staff and volunteers expected to have prolonged contact with students
- Documenting immunizations for students (including whooping cough) and staff to the extent required by law
- Diabetes information
- Responding to natural disasters and emergencies, including appropriate "first responder" training or its equivalent for necessary instructional and administrative staff
- Preventing contact with blood-borne pathogens
- Administering prescription drugs and other medicines
- Maintaining a drug, alcohol, and tobacco-free workplace
- Testing for vision, hearing, and scoliosis pursuant to Education Code Section 49450, *et seq.*

All information related to the above-referenced policies will be included in the parent/student and employee handbooks and will be reviewed on an ongoing basis, as determined by District Board policies.

The Comprehensive School Safety Plan includes a written plan comprised of all mandatory components, a physical tour of the campus to include some staff, school board members and parents, a review of the fire alarm system, and workshops attended by some of the District's safety committee.

ELEMENT 7: RACIAL AND ETHNIC BALANCE

Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

The Hillcrest Middle School will implement a recruitment process to achieve racial and ethnic balance among its students that reflects the general population residing in the geographic boundaries of the District. The Charter School will monitor this balance each year and will take necessary recruitment steps to achieve this goal. This process involves the following:

- Hosting an annual Open House
- Advertising by way of electronic media, the school’s website, and an ad at least once per year in the local newspaper.

As such, the Charter School shall implement a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District.

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Hillcrest Middle School will be nonsectarian in its programs, admission policies, and all other operations. The Charter School will admit all students residing in California who wish to attend, subject only to capacity as outlined in Education Code 47605(d)(2). The District Board shall have the sole authority to determine the capacity of the Charter School. The determination of Charter School capacity shall be based on the Charter School’s academic program, the Charter School’s fiscal viability, the educational needs of currently enrolled students, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School. The District Board may set separate capacities for the *ENRICH!* program and the traditional Hillcrest Middle School program.

The Hillcrest Middle School will not charge tuition and will not discriminate against any pupil on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

For admission to the *ENRICH!* program, students must complete the *ENRICH!* application and meet the *ENRICH!* criteria for admission, available at the District Office or online at <http://www.grav.k12.ca.us/>. An Orientation Day may be scheduled by the Hillcrest Middle School. Enrollment in the *ENRICH!* program is subject to a student meeting the *ENRICH!* admissions criteria and subject to the capacity set by the District Board. If the number of pupils who meet the criteria for admission to the *ENRICH!* program exceeds the program’s capacity, students will be enrolled pursuant to the “Public Random Drawing” procedures listed below.

For admission to the traditional Hillcrest Middle School program, students must complete an enrollment application and meet the criteria for admission, available at the District Office or online at <http://www.grav.k12.ca.us/>, and must attend an Orientation Day scheduled by the Hillcrest Middle School.

An open application period will be publicly announced each year. The Hillcrest Middle School’s application process is comprised of the following: