

GROWTH PUBLIC SCHOOLS

Problem Solvers. Innovators. Agents.

Charter Petition
Submitted to the Sacramento City Unified School District
May 16, 2016

Table of Contents

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS	5
AFFIRMATIONS / ASSURANCES	6
EXECUTIVE SUMMARY	8
FOUNDING GROUP	11
ELEMENT 1: DESCRIPTION OF THE EDUCATIOAL PROGRAM	18
ELEMENT 2: MEASURABLE STUDENT OUTCOMES	101
ELEMENT 3: METHODS OF ASSESSING PUPIL OUTCOMES	112
ELEMENT 4: GOVERNANCE	117
ELEMENT 5: QUALIFICATIONS OF SCHOOL EMPLOYEES	122
ELEMENT 6: HEALTH AND SAFETY	127
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE	130
ELEMENT 8: ADMISSION REQUIREMENTS	132
ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT	136
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES	137
ELEMENT 11: COMPENSATION AND BENEFITS PROGRAMS	152
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	153
ELEMENT 13: EMPLOYEE RETURN RIGHTS	154
ELEMENT 14: DISPUTE RESOLUTION PROCEDURES	155
ELEMENT 15: EMPLOYEE REPRESENTATION	157
ELEMENT 16: SCHOOL CLOSURE PROTOCOL	158
MISCELLANEOUS CHARTER PROVISIONS	160
CONCLUSION	166

Appendices

- A. Transformation Vision for Education in the U.S
- B. Summit Tahoma Performance Data (2011-13)
- C. Parent Signatures
- D. Teachers Signatures
- E. CompetencyWorks - Competency Based Learning
- F. CompetencyWorks - Framework on Competency Based Progression
- G. Summit Public Schools - Cognitive Skills Rubric
- H. Roots Elementary Charter School - Teaching Standards

- I. Typical Day for a Student
- J. Sample Daily Schedule
- K. Learning Accelerator - Historical Evidence for Personalized Learning
- L. Personalized Learning Platform Example
- M. Self-Directed Learning Practices of Elementary Teachers
- N. Buck Institute for Education - Snapshots of PBL
- O. Summit Public Schools' Habits of Success Common Assessment Plan
- P. Century Foundation - A New Wave of Social Integration
- Q. Professional Development Example – Design Thinking
- R. Sample Annual Calendar
- S. An Introduction to Cognitively Guided Instruction
- T. National Core Art Standards
- U. Rethinking English Language Instruction
- V. Endorsed Articles of Incorporation
- W. Approved Bylaws
- X. Draft Conflict of Interest Code
- Y. Community Outreach Flyer - English
- Z. Community Outreach Flyer - Spanish
- AA. Budget Narrative
- BB. Miscellaneous Provisions
- CC. Enrollment
- DD. 5-Year Budget
- EE. 5-Year Budget Staffing
- FF. Cash Flows Years 1-3
- GG. AO-1 Sacramento City LCFF Report
- HH. AO-2 16.2c-EPA Elementary School (*Included in the USB Drive*)
- II. AO-3-16.2c-EPA Middle School (*Included in the USB Drive*)
- JJ. Silicon Schools – Letter of Support
- KK. Andrew Lichtblau – Letter of Support
- LL. Frances Teso – Letter of Support
- MM. Jon Deane – Letter of Support
- NN. Sara Smith – Letter of Support
- OO. Diego Arambula – Letter of Support
- PP. Rev. Kevin Ross, Unity Church - Letter of Support

May 16, 2016

Via Hand Delivery

Sacramento City Unified School District
Board of Education
5735 47th Ave, Sacramento, CA 95824

RE: Formal Application for Charter Approval for Growth Public Schools

Dear Members of the Board of Education:

As the Lead Petitioner for Growth Public Schools, I hereby submit a formal application to the Sacramento City Unified School District ("District Board") for approval of the Growth Public Schools charter. We look forward to working with the District Board and District staff during the charter process. Please do not hesitate to contact me at any time, should you have any questions or concerns.

Sincerely,

A handwritten signature in black ink, appearing to read 'DR', with a horizontal line extending to the right.

David Richards
Lead Petitioner, Growth Public Schools
4416 Arden Way
Sacramento, CA 95864
916-287-0531

CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, 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.

- *California Education Code Section 47601(a)-(g)*

We plan to accomplish these goals with a unique academic program and environment developed based on research and best practices. Details of this program and environment are articulated throughout this charter.

In reviewing petitions for the establishment of charter schools, the chartering authority shall be guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that establishment of charter schools should be encouraged.

AFFIRMATIONS / ASSURANCES

As the authorized lead petitioner, I, David Richards, hereby certify that the information submitted in this petition for a charter for a California public charter school to be named **Growth Public Schools** (“GROWTH PUBLIC SCHOOLS” or “GPS” or the “Charter School”), and to be located within the boundaries of the Sacramento City Unified School District (“SCUSD” or the “District”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, GROWTH PUBLIC SCHOOLS will follow any and all federal, state, and local laws and regulations that apply to GROWTH PUBLIC SCHOOLS, including but not limited to:

- GROWTH PUBLIC SCHOOLS shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, 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)]
- GROWTH PUBLIC SCHOOLS employees shall be employees of GROWTH PUBLIC SCHOOLS, a California nonprofit, public benefit corporation. GROWTH PUBLIC SCHOOLS shall operate GROWTH PUBLIC SCHOOLS and declares it shall be deemed the exclusive public school employer of the employees of GROWTH PUBLIC SCHOOLS for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- GROWTH PUBLIC SCHOOLS shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- GROWTH PUBLIC SCHOOLS shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- GROWTH PUBLIC SCHOOLS shall admit all students who wish to attend GROWTH PUBLIC SCHOOLS, 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 lottery process. Except as provided in Education Code Section 47605(d)(2), admission to GROWTH PUBLIC SCHOOLS 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 case of a public random drawing, the District shall make reasonable efforts to accommodate the growth of the Charter School and in no event shall take any action to impede the Charter School from expanding enrollment to meet pupil demand as required by Education Code Section 47605(d)(2) [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- GROWTH PUBLIC SCHOOLS 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). [Ref. Education Code Section 47605(d)(1)]
- GROWTH PUBLIC SCHOOLS 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.

- GROWTH PUBLIC SCHOOLS 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)]
- GROWTH PUBLIC SCHOOLS shall ensure that teachers in GROWTH PUBLIC SCHOOLS 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 non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- GROWTH PUBLIC SCHOOLS shall at all times maintain all necessary and appropriate insurance coverage.
- GROWTH PUBLIC SCHOOLS 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 GROWTH PUBLIC SCHOOLS 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. This paragraph applies only to pupils subject to compulsory full-time education pursuant to Education Code Section 48200. [Ref. Education Code Section 47605(d)(3)]
- GROWTH PUBLIC SCHOOLS shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- GROWTH PUBLIC SCHOOLS shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- GROWTH PUBLIC SCHOOLS shall comply with any applicable jurisdictional limitations to locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- GROWTH PUBLIC SCHOOLS shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Sections 47610, 48000 and 47612(b)]
- GROWTH PUBLIC SCHOOLS shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- GROWTH PUBLIC SCHOOLS shall comply with the Public Records Act.
- GROWTH PUBLIC SCHOOLS shall comply with the Family Educational Rights and Privacy Act.
- GROWTH PUBLIC SCHOOLS shall comply with the Ralph M. Brown Act.
- GROWTH PUBLIC SCHOOLS shall meet or exceed the legally required minimum number of school days [Ref. Title 5 California Code of Regulations Section 11960.].



David Richards
 Founding Principal and CEO, Growth Public Schools

05 / 16 / 2016

Date

Executive Summary

Growth Public Schools Mission

To prepare a diverse community as the next generation of problem solvers, innovators, and agents.

Vision

Growth Public Schools (GPS) will be one of the most innovative schools in the country. Students will be problem solvers, innovators, and agents of change. We will be a diverse and connected community that works together to solve difficult problems. We will use science, math, humanities, arts, and design, to round out our experiences and think outside of the box. We will be prepared for the changing and dynamic world of today and tomorrow.

Core Beliefs

We believe:

- In the unlimited potential of each individual child and their greatness
- That innovation is critical to success
- Learning should be authentic, creative, open-minded, and rigorous
- That mindsets are critical
- Social emotional learning and character education are critical
- In the powerful benefits of a diverse community
- In a connected and caring community
- That our families and communities are strong partners
- In a caring culture that is rigorous, joyful, and fun

GPS will develop; problem solvers, innovators and agents in a community based school. As such, all of our instructional elements will be tied into these goals. We have outlined these elements below, recognizing that there is significant overlap between each of the elements.

Problem Solvers

Students need to be able to look at complex problems and ask difficult questions to build lifelong problem solving skills. GPS students will embark upon a journey of problem solving every day. We want our students to identify problems and propose creative solutions.

Innovators

An innovative and creative environment is critical at GPS. We see it as a mindset, a way of being, and a way of life. We strive for a culture of innovation in everything we do.

Agents

At GPS, students will not be passive recipients of information. Students will be asked to think for themselves and take responsibility for their actions and lives. We imagine a world where adults

guide students to greatness by getting out of the way and letting them own their success and failures. Ultimately, they will be leaders and agents over their lives, as their future success depends on it.

Community Based School

We believe in the power of community. GPS will not only be a powerful community inside the school, but will have multiple and diverse opportunities to build community within and outside of the school. We also believe that the entire school community, including students, facilitators (our name for teachers), families and the larger Sacramento community will all work together to ensure the success of our students.

Innovation

Our schools are not set up to prepare students for a rapidly changing world. Simply put, the current school system was designed in a different era and structured for a different society. **See Appendix A. Transformation Vision for Education in the U.S.** Students need different skills than they needed just a decade ago to be prepared for future success. The most important skills are: critical thinking, creativity, communication, and collaboration. GPS will be a new blue print for schools to impart these skills. The design of GPS reflects the characteristics of a paradigm shift in education:

Present	Future (GPS)
Emphasis on content, acquiring a body of right information	Emphasis on learning how to learn, how to ask questions
Learning as a product, a destination	Learning as a process, a journey
Relatively rigid structure, prescribed curriculum	Relatively flexible structure, belief that there are many ways to teach given subjects

We will incorporate in our blueprint the following key elements to be discussed in more detail in the petition:

- **Rigorous, competency based instruction:** curriculum aligned with the most current and rigorous college-ready standards (Common Core and others)
- **Personalized learning:** learning experiences that address the distinct academic needs, interests, aspirations, or cultural backgrounds of individual students
- **Social emotional learning:** explicit character education and key habits of success drawn from the latest research from the Collaborative for Academic, Social and Emotional Learning (CASEL)

- **Project based learning:** students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge
- **Cultivating an innovative and entrepreneurial mindset:** students learn to be adaptable and agile, to iterate, and generate creative solutions to problems
- **Expeditions:** students discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected
- **High quality facilitators:** teachers contribute structure and process to interactions of students as they achieve exceptional performance
- **Family as the base of all learning and development:** active relationship with a child's family, as well as the larger school community, neighborhood, and city

In line with the original vision of charter schools, we want to be a kind of public school where teachers can experiment with innovative ways of reaching students. We want to draw upon our experiences to create high-performing educational laboratories and share our successes and failures with other public schools in SCUSD.

Diversity

Our goal is to have GPS' student body representative of Sacramento, America's most integrated major city.¹ There is increasing evidence that diversity makes us smarter. Researchers have documented that students' exposure to other students who are different from themselves leads to improved cognitive skills, including critical thinking and problem solving.²

Apart from the cognitive benefits, there are additional reasons why we believe an increasing numbers of families from different racial, ethnic, and economic backgrounds will want to send their children to GPS. Students can learn better how to navigate adulthood in an increasingly diverse society if they attend diverse schools.

Taken together, we believe our commitment to educational innovation and diversity will help reinvigorate the twin promises of American public education: to promote social mobility for low income children and social cohesion among America's increasingly diverse populations.

Sacramento

Sacramento is the capital of as the world's seventh largest economy, and for the past several years, local investors, university administrators, city leaders, and community developers have been pursuing a range of separate projects to make the Sacramento metropolitan area an innovation hub. Those efforts are beginning to have an effect. However, most of Sacramento's schools continue to operate under the present paradigm of teachers possessing content knowledge and transferring it to students. Yet the future demands students be collaborative

¹ <http://sacramentoexpress.com/2015/01/24/sacramento-the-most-integrated-major-city-in-the-us/>

² <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>

problem solvers able to adapt to the rapid pace of change. This demand privileges process knowledge over content knowledge because content is available now on an as-needed basis.

New California state figures suggest the Sacramento metropolitan area will see some of the strongest population growth in the state in coming decades. GPS would like to be part of the solution to more innovative school choices and development for our community.

FOUNDING GROUP

Our Founding Team

GPS' founding team represents a talented and diverse group of leaders, inside and outside of the education sector. The group is bound together by a passion for education, and a deep commitment to providing world class educational opportunities to all children. We are confident that the skills, expertise, and perspectives shared, will form a school that will deliver on the GPS mission of preparing a diverse community as the next generation of creative problem solvers, innovators, and agents. Comprised of professionals with expertise in areas such as curriculum, instruction, assessment, finance, facilities, business management, organizational development, governance, and administration, the founding team includes the following individuals, with GPS members of the Board of Directors indicated.

Founding Principal and Chief Executive Officer, Growth Public Schools: David Richards

Expertise: Curriculum, Instruction, Assessment, Business Management, Organization, Governance, and Administration

Mr. Richards started his work over 20 years ago as a tutor, teacher, special education consultant, curriculum writer, principal, chief of schools, board member and the Founding Principal & CEO of Growth Public Schools.

Mr. Richards started teaching in Oakland and was inspired by his students, but disenchanted by a large bureaucratic and impersonal system. He knew there was a better way, to put the student at the center and help them shape their own path. Mr. Richards' vision was realized when he started working at Summit Public Schools, as a teacher, principal, and chief of schools – overseeing 8 schools across 5 cities, and the special education and college programs. His responsibilities included program design, hiring, student recruitment, budget oversight, curriculum and instruction, discipline, fundraising, and leadership development. Mr. Richards left Summit to expand the work to the elementary level.

He is proud of his work as a teacher helping build Summit to national prominence with rankings in Newsweek and US News, and his work as a founding principal. He launched Summit Tahoma – a next generation school in East San Jose that uses innovative approaches to reimagine the use of time, teacher talent, and technology. Tahoma received the highest state rating possible in its inaugural years, outpacing most new schools in the state and recently sent 100% of its first graduating class – most of whom are first generation college students - to a four year university. **See Appendix B. Summit Tahoma Performance Data (2011-13)** for student performance at Summit Tahoma for 2011-12 and 2012-13. Ultimately, the academic model Mr. Richards launched as principal became the basis for the current innovative Summit model. He saw the

power of designing a student-centered model and has brought this vision to GPS. His own life experience of fighting for his education, taught him the power of empowering young people to be agents over their life journey.

Mr. Richards is a first generation college graduate from UC Berkeley and Stanford. His life exemplifies the growth mindset as he spent several years in community college to make up for his gaps in high school. He also experienced education through the eyes of his family members who are dyslexic. He wishes they could have experienced the personalized and innovative schools he is building. Education changed his life trajectory, and he has dedicated his life to helping children find pathways to their dreams.

Before his education career, Mr. Richards explored life and lived in Latin America, London, Washington, D.C, and the Bay Area while working in banking, sales, public relations, and politics, all of which prepared him for the CEO role. He was always volunteering which helped him realize his passion is working with children and diverse communities. His life experience prepared him for this, as he was born in England, but grew up in California. As a child, he had profound experiences in communities of color. He was taken in by a Mexican family and grew up appreciating their rich culture. These experiences shaped his view of the world.

Mr. Richards is great at bringing out the best in people, while rallying them around a vision for change. He dreams about the potential of his own children. He knows his success will give them great school options, but worries about the millions of other children in America whose zip codes determine their educational future. Because of this inequity, Mr. Richards launched GPS where innovation and students will be at the center – where no child like himself will fall through the cracks and every child will have agency over their life and find their unique gifts they have to offer.

When Mr. Richards is not thinking of creative ways to reform public education, you can find him hanging out with his wife and family, practicing Spanish, or playing basketball. Mr. Richards has been married to the most amazing woman on the planet, Julie for 12 years. He and his wife love to see the world through the eyes of Kyle and Ella, where they believe true innovation lies.

Director of Operations and Innovation, Growth Public Schools: Nicholas Java

Expertise: Business Management, Organization, and Governance

Mr. Java oversees organizational development and business operations. Previously, Mr. Java served as the Chief Operations Officer for Breaker, a nonprofit in New York City committed to closing the gap between education and employment. While at Breaker, he organized design challenges to introduce students to a problem-solving process that lends immediacy and purpose to their learning. As an example, see the Future of Food—<http://www.breaker.org/the-future-of-food/>. He also led professional development workshops to introduce educators to a human-centered, prototype-driven process for innovation.

Mr. Java volunteers as the Chief of Staff for Beyond Capital Fund, an impact investment fund that promotes economic development by providing capital in the early stages of social ventures in India and East Africa. Since 2012, he has led a team of volunteer working professionals through evaluations of over 180 ventures and six successful double bottom line investments.

Mr. Java also served as an e-commerce operations manager and as an officer in the United States Army. He deployed to Iraq for a total of three years as a Platoon Leader, Brigade

Logistics Officer, and Civil Affairs Officer. Mr. Java is a graduate of Columbia Business School, Columbia University's School of International & Public Affairs, and Johns Hopkins University.

Mr. Java jumped at the chance to come to Sacramento because he shared Mr. Richards' vision of innovation and diversity in American public schools. He is motivated by his experiences in the private and public sectors of how disconnected school is from our rapidly changing world. If Mr. Java is not balancing the budget or fixing a printer paper jam, he will likely be found exploring his new hometown and Northern California.

Growth Public Schools CFO Consultant: Michael Buerger, Founder, Abacus Education

Expertise: Finance, Facilities, Business Management, and Organization

Mr. Buerger is the Founder of Abacus and previously was Chief Operating Officer of EdTec, Inc a for-profit educational consulting firm. EdTec provides a complete back office outsource solutions to over 30 California based Charter school operators/networks. Services include but are not limited to budgeting, accounting, auditing, regulatory compliance, charter application and renewal, school information systems implementation and consulting, and working capital financing.

Mr. Buerger was also the Chief Financial Officer for three years at the KIPP Foundation, an educational non-profit organization. KIPP Foundation recruits, trains, and supports outstanding educators and teachers to become principals and open college-preparatory public charter schools. KIPP has grown into a national network of 162 public charter schools serving over 59,000 students in 20 states and the District of Columbia. As a member of the senior management team, Mr. Buerger collaborated with colleagues on weighty strategic planning issues including, facility finance issues, regional network clustering, executive director and teacher recruiting, cultivation and retention, school evaluation and licensing, student recruiting for network schools, effective fundraising models for network schools, network knowledge management – the sharing of charter school best practices, board building and governance, student assessment across a network of schools, school technology plans, and student information systems.

Growth Public Schools Board Chairwoman: Larisa Cespedes

Expertise: Organization and Governance

Ms. Cespedes is a lobbyist with Lang, Hansen, O'Malley & Miller, one of the top government relations firms in Sacramento. For the last 15 years, Ms. Cespedes has effectively managed and implemented government relations strategies for a diverse range of clients from the financial services, energy, manufacturing, local government, and retail sectors. Prior to her work with Lang, Hansen, O'Malley & Miller, Ms. Cespedes served as Senior Vice President of Government Relations for HSBC North America. Ms. Cespedes began her career in California politics with the California Assembly Judiciary Committee. Ms. Cespedes is active in professional and civic organizations including serving on the Hispanas Organized for Political Equality (HOPE), as well as a member of Capitol Network and the Institute of Government Affairs. A resident and native of Sacramento, Ms. Cespedes earned her Bachelor of Arts Degree from the University of California at Berkeley.

Growth Public Schools Board Vice Chairman: Matthew Taylor

Expertise: Assessment, Facilities, Business Management, Organization, Governance, and Administration.

Mr. Taylor is the proud father of his three elementary school-aged children, who all attend schools in Yolo County. Mr. Taylor is the Director of Data and Analytics at an education non-profit in Sacramento where he conducts research and evaluation in the areas of assessment, accountability and school performance. Mr. Taylor has also worked for several years at the California Department of Education, where he oversaw a large team of educational experts who calculated and reported various state and federal and alternative accountability systems. He managed the development of the School Accountability Report Cards, the School Quality Snapshots, and assisted with efforts to redesign the state's new accountability framework utilizing common core test results. Mr. Taylor also spent several years working on the California High School Exit Exam, ensuring timely and reliable administrations of this statewide exam, reviewing validity and reliability, as well as reporting results of this exam. He has also worked in the special education division at the California Department of Education investigating allegations by parents and students that students with disabilities were not receiving appropriate educational services. As a Deputy Inspector General, Mr. Taylor was a peace officer who conducted program evaluations into effective and efficient operations of California's prison. In this role, Mr. Taylor also oversaw criminal and internal investigations into alleged wrongdoing of correctional officers and employees of the department of corrections. Matt also worked at the California State Auditor, ensuring efficient and effective administration of state programs and reviewing state operations at dozens of public agencies. In this role, Matt spent thousands of hours reviewing California expenditures of federal grant funds, reviewing spending and contracting practices as well as ensuring compliance with federal law and regulations. Mr. Taylor earned his Master's Degree in Public Policy with a focus in American politics and Economics from Pepperdine University. Mr. Taylor resides in West Sacramento with his wife and three children.

Growth Public Schools Board Treasurer: Geoff Sakala

Expertise: Business Management, Organization, and Governance

Education and Experience:

Mr. Sakala founded ClickSpring in 2011 with more than 16 years of experience in communications, information technology, and digital publishing. Prior to founding ClickSpring, Mr. Sakala was the Director of Digital Services for Augustineldeas, a Roseville-based integrated marketing-communications agency specializing in shopper marketing, residential real estate, and travel & tourism. Prior to joining Augustineldeas, Mr. Sakala spent six years working with startups in digital publishing and information technology. Mr. Sakala served with distinction from 2001-2005 in the U.S. Army while stationed in Germany and completing a tour of duty in Iraq during Operation Iraqi Freedom.

Mr. Sakala attended California State University, Sacramento where he studied Business Administration with a concentration in Management Information Systems. He had the honor of serving as President of the Associated Students, Inc. of CSUS and Vice Chair of the California State Student Association. He serves as an advisor to the design and advertising programs at the Art Institute of California and is a Board member for the Downtown Roseville Merchants association and Downtown Roseville Partnership, a property business improvement district. Mr. Sakala is married, has two children and lives in Roseville, CA.

Growth Public Schools Board Secretary: Kandace Forrester

Expertise: Curriculum, Instruction, Assessment, and Administration

Education and Experience:

Dr. Kandace Forrester is the co-founder and managing partner of PROJECT EDQUITY, a consulting firm focused on equity, diversity, and inclusion practices. Dr. Forrester has over 9 years of experience in public education, including traditional and charter schools. Prior to co-founding PROJECT EDQUITY, Dr. Forrester worked as the Director of Student Services for a local charter school organization, where her work focused on project and program planning and implementation, compliance, and policy development. Prior to this, Dr. Forrester served as a school psychologist for local school districts, where she provided assessment, counseling, and consultation services.

Dr. Forrester attended the University of California, Berkeley, where she earned her PhD and Masters of Arts in Education. Dr. Forrester also earned her Bachelor of Arts with a major in Psychology and minor in Education at UC Berkeley. Dr. Forrester is married, has two children, and currently lives in Sacramento, California.

Growth Public Schools Board Member: Justin Barra

Expertise: Business Management, Organization and Administration

Mr. Barra currently serves as the Deputy Director of Startup: Education, the education foundation of Mark Zuckerberg and Priscilla Chan, where he leads the foundation's \$120 million commitment to improve educational options for high-need students in the Bay Area.

Prior to joining Startup: Education, Mr. Barra served as the Chief Policy and External Affairs Officer for the New Jersey Department of Education (NJDOE). He previously worked at the New York City Department of Education, where he served as the Chief of Staff for the Deputy Chancellor of Portfolio Planning, and at the KIPP Foundation, where he worked on local and federal policy initiatives and oversaw the Foundation's marketing and communications team. Mr. Barra holds a MPP from the Harvard Kennedy School of Government and a BA from Georgetown University.

Growth Public Schools Advisor: Diego Arambula

Expertise: Curriculum, Instruction, Assessment, Facilities, Business Management, Organization, Governance, and Administration

Education and Experience:

Mr. Arambula is currently leading education reform efforts in his hometown of Fresno. Prior, he worked at Summit for 10 years as a social science teacher in 2005 and taught for six years. He left the classroom to help launch Summit's two East San Jose schools, becoming the founding Principal of Summit Rainier. He transitioned from the principal role to lead Summit's growth into new communities. Prior to coming to Summit, Mr. Arambula served as Communications Director for Congressman Cal Dooley, after serving as Deputy Campaign Manager. He holds a BA in

Government, with honors from Harvard University and a MA in Education from Stanford University.

Growth Public Schools Advisor: Jon Deane

Expertise: Curriculum, Instruction, Assessment, Finance, Business Management, Governance, Organization and Administration

Education and Experience:

Mr. Deane currently works for Start Up: Education. Prior he spent ten years with Summit Public Schools, where he served in a variety of roles, including a math teacher and Chief Financial Officer for Summit Prep, as well as the founding Executive Director of Everest Public High School, Summit's second school. Mr. Deane was deeply engaged in developing Summit Public Schools' next-generation model schools for all students. Mr. Deane received his BA in Economics from Stanford University, and also received a Master's in Education from the Stanford Teacher Education Program. Prior to his education career, Mr. Deane spent seven years as a CPA in the private sector.

Growth Public Schools Advisor: Andrew Lichtblau

Expertise: Curriculum, Instruction, Assessment, and Administration

Mr. Lichtblau grew up in Minneapolis, Minnesota and graduated from the University of Wisconsin – Madison in 2004 with BA in Education. Mr. Lichtblau began his teaching career as a Special Education teacher at a large public middle school in Los Angeles. He joined Summit Public Schools in the fall of 2006. Mr. Lichtblau's passion for advocacy and progressive innovation for special education students led him to pursue National Board Certification as an Exceptional Needs Specialist, which he obtained in 2010. Currently Mr. Lichtblau is the Director of Special Education for all the Summit Public Schools.

Growth Public Schools Advisor: Frances Teso

Expertise: Curriculum, Instruction, Assessment, Business Management, Organization, Governance, and Administration

Mrs. Teso is the founder of Voices College-Bound Language Academies. As a child growing up in east San Jose, she dreamed of being a teacher in her neighborhood. Mrs. Teso would have been considered an underprivileged child. She spoke only Spanish when she first entered a kindergarten classroom in the neighborhood public school, and her parents did not complete high school. She was one of the few from her neighborhood, and the first in her family who went to college. She often wondered why she struggled in college (even though she did well in high school), and why so many of her classmates were not as fortunate. Why didn't an education make the difference? This provided the motivation to establish a school that built on student's assets and home culture in order to change life trajectories for historically underserved students. She holds a Bachelor of Science in Child Development and a Masters of Elementary Education from San Jose State University. Her graduate work focused on studying the effects of language, culture and society on schooling. In particular her research examined a new transformational model for staff development. Mrs. Teso is a National Board Certified Teacher committed to serving children in urban school settings. In 2005 she was accepted into the prestigious New Leaders for New Schools principal training program. She has worked as a university instructor,

principal coach, school administrator, instructional facilitator, and dual immersion language teacher.

Summary of Background Critical to Charter School Success

	Curriculum	Instruction	Assessment	Finance	Facilities	Business Management	Organization	Governance	Administration
Richards	X	X	X			X	X	X	X
Java						X	X	X	
Buerger				X	X	X	X		
Cespedes							X	X	
Taylor			X		X	X	X	X	X
Sakala						X	X	X	
Forrester	X	X	X						X
Barra						X	X		X
Arambula	X	X	X		X		X	X	X
Deane	X	X	X	X		X	X	X	X
Lichtblau	X	X	X						X
Teso	X	X	X			X	X	X	X

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

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

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

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

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

Growth Public Schools Mission

To prepare a diverse community as the next generation of problem solvers, innovators, and agents.

Vision

GPS will be one of the most innovative schools in the country. Students will be problem solvers, innovators, and agents of change. We will be a diverse and connected community that works together to solve difficult problems. We will use science, math, humanities, arts, and design to round out our experiences and think outside of the box. We will be prepared for the changing and dynamic world of today and tomorrow.

Values

We believe:

- In the unlimited potential of each individual child and their greatness or that every child has a hero within them waiting to come out
- That innovation is critical to success
- Learning should be authentic, creative, open-minded, and rigorous
- That mindsets are critical
- Social emotional learning and character education are critical
- In the powerful benefits of a diverse community
- In a connected and caring community
- That our families and communities are strong partners
- In a caring culture that is rigorous, joyful, and fun

GPS will develop problem solvers, innovators and agents in a community based school. As such, all of our instructional elements will be tied into these goals. We have outlined these elements below, recognizing that there is significant overlap between each of the elements.

Problem Solvers

Students need to be able to look at complex problems and ask difficult questions to build lifelong problem solving skills. GPS students will embark upon a journey of problem solving every day. We want our students to identify problems and propose creative solutions.

Innovators

An innovative and creative environment is critical at GPS. We see it as a mindset, a way of being, and a way of life. We strive for a culture of innovation in everything we do.

Agents

At GPS, students will not be passive recipients of information. Students will be asked to think for themselves and take responsibility for their actions and lives. We imagine a world where adults guide students to greatness by getting out of the way and letting them own their success and failures. Ultimately, they will be leaders and agents over their lives, as their future success depends on it.

Community Based School

We believe in the power of community. GPS will not only be a powerful community inside the school, but will have multiple and diverse opportunities to build community within and outside of the school. We also believe that the entire school community, including students, facilitators (our name for teachers), families and the larger Sacramento community will all work together to ensure the success of our students.

GPS Academic Program

GPS will be a personalized school model to meet students' individual needs and interests. We will incorporate the following core elements as discussed in more detail in the petition:

Rigorous, Competency Based

All tasks, projects, and personalized learning tools will be standards or competency based. Teacher facilitators will create competency based progressions for students, based on both skills and content, for each subject area. These will be aligned with **the most current and rigorous college-ready standards** (Common Core and others). Competency based progression creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning.

Personalized

Broadly, personalized learning is defined as meaning: increased student control over the time, place, path, and/or pace of his or her learning. GPS seeks to change the "way we do school." The old factory model of education, where every student is moved through the system at a fixed pace and given the same content, regardless of his or her ability or interests, no longer serves students well. We know that students all learn at different paces, have different abilities, and come with different backgrounds. At GPS, students will work independently and with support from teacher facilitators in a personalized learning environment. Students will have a **flexible learning environment, a personalized learning plan, and a learner profile** to support their

learning in a personalized environment. During personalized learning time, students will be doing a variety of activities such as the following:

- Working on “playlists” or adaptive technology programs
- Doing independent reading, partner reading, or writing
- Engaging in station activities or play based learning activities
- Completing smaller tasks for their larger projects
- Working in small groups with a teacher facilitator or a habits of success (social emotional learning) teacher
- Creating or building something in the Maker Space

This time will be a combination of **student self-directed** time where the students are working on their individual goals and time where students are working on **teacher created activities**.

Project Based Learning

Project based learning (PBL) is a key component of 21st century learning. In order to prepare students for the future, we need to provide more opportunities for deeper, more engaging, authentic, and relevant learning. Research has found that inquiry-based learning is more engaging for students than traditional learning. Students tend to retain more information, acquire long term skills and are better able to integrate and explain concepts. Students will be engaging in real world projects in all subject areas, and will be asked to present their findings to an authentic audience, thus preparing them with real world skills needed for future success.

Social Emotional Learning

To be successful in a 21st century world, as well as to be innovative and develop leadership and agency, students must have strong social emotional skills. Explicit character education can teach these skills. We have identified the key “habits of success” that students will learn as part of the daily program at GPS. We have drawn from the latest research from the Collaborative for Academic, Social and Emotional Learning (CASEL) and will use their competency clusters to help students improve. The “habits of success” will be taught explicitly in All School Meetings, weekly lessons, and be a regular part of the student experience.

Diverse by Design

GPS will reflect the demographics of the city of Sacramento. We believe that the best way to learn is to live actively in an integrated learning community that brings together students with varied talents from varied neighborhoods. Recent research from the Economic Policy Institute shows that one of the best ways to reduce the achievement gap is to have integrated schools. Our program has multiple approaches to build a strong and diverse community of learners. We will hold all students to high expectations and believe that all students should be prepared to build critical thinking skills and be successful in high school, college, and life.

Innovation

As part of our commitment to creating innovators, GPS will explicitly teach our students to have an innovative or entrepreneurial mindset. Students will learn to be flexible, adaptable and agile, to iterate, and come up with creative solutions to problems. We expect our students to engage in outside-of-the-box thinking and to see different angles to problems and situations, while very often working on teams. Most importantly, the essence of the school will be one of an innovative mindset such that each student will graduate with these skills and this critical mindset for the future.

Expeditions and the Arts

For one week at a time over the school year, the schedule will change to allow students to participate in hands on, real world, experiential learning experiences. We call this period of time Expeditions. Students at GPS will participate in in-depth courses that are run in collaboration with local organizations. Students have the opportunity to explore an area of passion and gain real world experience. There are many excellent opportunities for these types of courses based on the rich diversity of organizations in the Sacramento area.

High Quality Teacher Facilitators

GPS realizes that high quality teaching is tantamount to student success. Several studies show that the greatest factor in a student's future success is great teachers. We will recruit the best and the brightest and offer them approximately over 30 half days and 10 full days of professional development days per year.

Family as the Base of Learning

Understanding and learning for children at GPS happens in active relationship with a child's family, as well as the larger school community, neighborhood and world beyond. We aim to connect students' personal history to all the other skills that they need to learn. In order to know our students and to be able to teach them well, we must also truly know their families and home lives. We will have multiple opportunities to connect school with the greater community and for families to engage in whatever ways are possible for them given their means.

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

In the 21st century, the world is constantly changing, and we must constantly adapt. New inventions are being created daily, and information is available with the touch of a button (or a mouse). As Tony Wagner from Harvard University said, to be a successful adult, "it no longer matters what you know, but what you do with what you know." In the age of the Internet, information can be easily found. However, students need critical skills to be successful in a 21st century world. "One of the greatest challenges for teachers is preparing students to live in – ideally, to succeed in – a world that does not yet exist." Students need to learn how to be flexible, agile and able problem solvers. At the same time, the world is becoming increasingly interdependent and global. Therefore, an educated person in the 21st century must have a foundation of knowledge and skills to access this world of ideas, as well as the ability to analyze information, ask good questions, generate new ideas, and express themselves thoughtfully. As the world is growing smaller, students must have the ability to work efficiently with those who come from completely different backgrounds, and to have cultural awareness and proficiency. As the president of the University of Texas at Austin, William Powers Jr., said, "a diverse student body prepares young people for life in an increasingly global society." Finally, students must have important academic and personal habits of success, including self-motivation and self-awareness, intellectual curiosity, analytic ability, creative thinking, moral reasoning, self-confidence, and empathic action.

At GPS, we recognize we live in a world of increasing technological, economic, environmental and social change, requiring a set of emerging skills to navigate successfully. Our students need to be prepared for an economy in which we will not be able to predict the jobs that will exist in 20 years. Citizens of the new millennium must have a strong foundation of knowledge and skills to engage in the constantly evolving world of ideas and must be able to analyze and synthesize this information. We also deeply believe that in a 21st century, global world, schools need to look, be, and operate fundamentally differently. As Todd Rose describes in his book,

The End of Average: How We Succeed in a World That Values Sameness, schools, as we know them currently were designed to teach to the middle, or to the average student. This has never truly worked, nor will it continue to work, because there is no true average student. Every student's needs are different. GPS' overarching goal is to personalize learning in order to develop students who have the skills and knowledge to succeed in high school and beyond. The following section describes what it means to be educated in the 21st Century.

Academically Knowledgeable Problem Solvers

First and foremost, a 21st Century Learner possesses a strong foundation of basic academic skills and a broad knowledge base in the core disciplines of Reading/Language Arts, Mathematics, Science, and Social Studies. Although we live in a world where content appears to be readily available online, students need a base of knowledge from which to draw to interpret new information, corroborate sources, solve problems, make connections, and support deeper understanding and comprehension. These foundational skills enable students to access and understand that content, apply their understanding, synthesize and analyze that content, and articulate and present their understanding using a variety of mediums at a level that is equivalent to or greater than their peers from around the world representing all socioeconomic and racial backgrounds.

Technologically Savvy Innovators

In our rapidly technologically advancing society, our students must have basic content knowledge in technology and be able to use technology appropriately and strategically to solve problems, find information, present their perspective and communicate effectively. Students must also be able to be flexible and agile, and quickly figure out or adapt to and use new technology. Better yet, students must be able to express new ideas, solve problems, and create inventions using technology.

Self-Motivated, Self-Aware, and Confident Learners with a High Level of Resilience and Agency

In the 21st century, it is no longer enough to simply have content knowledge and academic skills. Character education and mindset work are critical. Students must have Habits of Success, or the social-emotional skills in order to be successful. These include empathy, teamwork, self-awareness, self-management, social awareness, responsible behaviors and decision making, collaboration, self-motivation and self-direction, and a growth mindset. Students need to have a high degree of self-awareness, self-confidence and the personal motivation to persevere through obstacles and challenges they face in their academic journey. They need an explicit set of social-emotional tools and skills. Self-awareness comes from deep reflection and also pushes students to see themselves as a range of strengths and weaknesses, to identify emotions, to acknowledge where they may need more assistance and where they can be of assistance to others. Self-motivation, or agency, provides meaning, relevance, and purpose and enables perseverance. Joined with confidence, self-management can build the internal strength that translates to resilience when students are confronted with challenges and obstacles. Students also must be adaptable to change, and to be able to approach change with wonder and as a challenge, not with trepidation. They are able to problem solve in order to overcome obstacles--they are agents of their success.

Self-Directed Learners

We believe that school should change along with the rest of the 21st century world. Life in the new economy requires an entrepreneurial mindset. It is no longer enough to just sit passively and follow directions in school. Students must learn self-direction—they must set goals and meet them, manage their time effectively, and self-advocate when they need help. They must work independently, choose what they want to work on, and follow their passions.

Problem Solvers and Critical Independent Thinkers Who Make Informed Decisions

A 21st century economy, as well as a 21st century school, relies on higher order thinking skills. Students must be able to ask and answer complicated questions, solve problems, find and use evidence, apply information to new situations, construct arguments, think qualitatively and quantitatively, and reflect critically on their work and performance to inform future progress. They must work both individually and collaboratively to solve problems. To be critical thinkers they must be able to understand information presented and ask critical questions to critique and probe what is presented, seek and evaluate evidence when reviewing information and present evidence when offering an interpretation. They must be able to adapt their presentation and their approach to different audiences, tasks, and purposes.

Effective Communicators in all Forms and with all Kinds of People

In order to be successful in a 21st century, global, interconnected world, students need to be proficient in digital, interpersonal, written and oral communication. They also need to know how to use choose which specific forms of communication at what times. These communication skills are intertwined with and reliant on Habits of Success, as well as technological skills. Students need technical skills, an understanding of the protocols and norms of various digital tools, intrapersonal communication skills that allow interactions with a diverse group of people, and knowledge of how to use technology safely and responsibly.

Creators and Innovators

We must prepare our students for a rapidly changing world, in which they solve problems and create solutions. Students need to identify problems and then create out of the box solutions. Additionally, students need to embrace an entrepreneurial spirit—they must see different angles, be adaptive and agile and think like creators, in world that is constantly evolving. They need to ask not only “why” but “why not”. Finally, students must not only learn from failure but embrace it as positive, in order to ensure progress.

Collaborative Team Players That Can both Facilitate and Participate in Collective Efforts

GPS is also committed to helping its students recognize the importance of, and their personal responsibilities to, their communities. The GPS students of today will grow to be the educated citizens and leaders of this community tomorrow. To be an effective citizen of our increasingly global and multicultural society, students must be able to work productively with others from different backgrounds, experiences, and perspectives, and be effective in teams. To do so, they must have exposure to those that are different from them, be able to listen attentively, have empathy for others, acknowledge and learn from different perspectives, and be open to criticism and feedback. A positive citizen is able to manage and resolve conflicts and work productively across difference, and ultimately they are able to see difference as an opportunity to learn and grow. They will be able to listen respectfully, work through interpersonal challenges, and collaborate productively with others.

Educational Philosophy

GPS will create problem solvers, innovators and agents in a community based school. As such, all of our instructional elements will be tied into these goals. We have outlined these elements below, recognizing that there is significant overlap between each of the elements.

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We believe in the power of community. GPS will not only be a powerful community inside the school, but will have multiple and diverse opportunities to build community within and outside of the school. We also believe that the entire school community, including students, facilitators (our name for teachers), families and the larger Sacramento community will all work together to ensure the success of our students.

Our instructional model will combine components of project based learning (PBL), personalized learning (PL), and workshop/small group learning. It will be standards and competency based, centered on Common Core State Standards (CCSS), and based on research and best practices. In order for students to be able to master all the skills and content of the GPS educational program, as well as be 21st century leaders who excel at 21st century skills, they must be able to do work independently as well as collaboratively. Learning must be personalized and relevant to students, as well as differentiated to each student's unique content, skills, and social emotional needs. We will also instill the key Habits of Success such as: kindness, growth mindset, responsibility, curiosity, optimism, and emotional intelligence.

Finally, in order to prepare our students to be 21st century leaders, they also must be able to work on long-term projects that involve innovation, authentic performance tasks, and real-world activities and interactions.

Facilitators, The New Teachers

In order for GPS to be successful, its teachers must be innovative and well versed on new and best practices in education. At GPS, we will call our teachers "facilitators." In a 21st century school, teachers need to be curators, rather than distributors of content and skills, as well as guides of learning. We want our school to be student driven, where students have choice and voice in their learning and drive their own path and progress. Facilitators acts as learning "guides on the side," rather than directors, or the "sage on the stage."

We plan to have math/science facilitators, humanities facilitators, Habits of Success facilitators, and art, music and PE facilitators. The reasons for this is so our facilitators can have a deep understanding of their subject area, in order to specialize and to truly be able to personalize learning for students.

High Expectations with a Solid Foundation in Literacy and Math

We believe that all children can learn at the highest levels, especially given the right supports. The most important skill a student learns in elementary school is to be a proficient reader, followed by a solid foundation in math. Literacy is the absolute key to accessing high quality education. It is the foundation from which future knowledge and skill is acquired and on which students can build competency in all other subjects. Students from low-income families hear two-thirds fewer words than students from more affluent backgrounds. This means that by the time these students enter school in kindergarten, the student from the low-income family has been exposed to approximately 30 million fewer words than a more affluent student. This gap in the vocabulary of students from low-income backgrounds creates a large achievement gap, even before the start of formal education.

It is essential that our students have a foundation in literacy. The National Research Council stated, “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.” We plan to adopt a balanced literacy approach that includes a personalized learning model with adaptive ELA software, guided reading, and literacy centers, in addition to explicit teaching of vocabulary, writing workshop, phonics and word study, and shared and close reading. Students will have a significant amount of literacy instruction per day. Math will also have a personalized learning model with adaptive software, small group instruction and cognitively guided instruction. We will additionally support students in understanding their reading levels and identifying books specific to both those reading levels as well as their interests.

See below for detailed descriptions of our math and literacy programs.

Target Population

Population to be Served

GPS will grow to serve students in grades kindergarten through eight from throughout the Sacramento City Unified School District. As mandated in Ed. Code § 47605(d)(2)(A)-(B), GPS will serve all families that submit an application for their children in corresponding grades up to our enrollment capacity. A public random drawing will be held should the number of applications received exceed the number of available spaces. See Admissions section for more information.

GPS is exploring the community need, funding allocations, and long term legislative expectations for the offering of Transitional Kindergarten (TK). Should funding of this program continue to be available and there is expressed community need, GPS reserves the right to add a TK to its program and develop a modified LCAP for Element 2 to reflect this addition and inclusion of these grades. If GPS receives apportionment for students in a TK program, it shall ensure that it admits into TK children who have their fifth birthday between September 2 and December 2. GPS’ TK is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. GPS will adhere to

Education Code Section 48000(c)(3)(B) for TK students whose birthdays fall after December 2. Offering TK would come with the assurance that TK curriculum is aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education in accordance with SB 858, Chapter 32, Statutes of 2014. GPS will comply with all applicable requirements regarding TK. GPS' proposed enrollment plan for the initial charter term is outlined in Figure 1, which is followed as state and federal funding and our parent community needs allow.

In the school's first year, 2017-2018, our financial model reflects an assumption of 112 students across grades K and 1. Our target enrollment is 112 students across these grades. GPS will reach its full enrollment in the school's eighth year, 2024-25, with 619 students, as represented in the table below.

Figure 1: GPS Enrollment

Grade	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	56	56	56	56	56	56	56	56
1st Grade	56	56	56	56	56	56	56	56
2nd Grade		56	56	56	56	56	56	56
3rd Grade			53	53	53	53	53	53
4th Grade				50	50	50	50	50
5th Grade					48	48	48	48
6th Grade						100	100	100
7th Grade							100	100
8th Grade								100
Total	112	168	221	271	319	419	519	619

GPS will seek to enroll a student population that mirrors the demographics of the city of Sacramento, and will make particular efforts to recruit lower income children to build an intentionally diverse school community.

Demand and Need for the Proposed School

Community Demand

We have been reaching out to community members for more than a year discussing our plans for the school. What we have heard is clear: there is a demand from parents and community leaders for an innovative, diverse, and high performing charter school in Rosemont and the surrounding area. Our team has held close to 200 one-to-one meetings with community leaders, local politicians, school leaders (charter and traditional), non-profits serving children and the low income community, teachers, and parents. We also spent the last month in neighborhoods and at community events gathering signatures for meaningful interest in enrolling in the charter school. As you can see from **Appendix C. Parent Signatures**, we gathered **350 signatures** from parents. Also, see **Appendix D. Teacher Signatures**. We did this in approximately one month. This data alone supports the community demand. We received a positive and urgent

response for GPS to come to the Rosemont community and to serve Rosemont and the surrounding community.

The following is an example of the community organizations we have been meeting with to build partnerships:

- Rosemont Community Association
- Unity of Sacramento
- Unitarian Universalist Society
- La Familia Counseling Center
- Cristo Rey High School Sacramento
- Hacker Lab

We will continue to execute our community engagement strategy to gather support and ensure that we are fully enrolled with a waiting list by the time the school opens.

Our goal is to establish GPS in Rosemont because we believe: 1) Rosemont and the east part of Sacramento County are underserved by innovative schools; and 2) Rosemont is at the crossroads of racial, ethnic, and economic diversity in Sacramento.

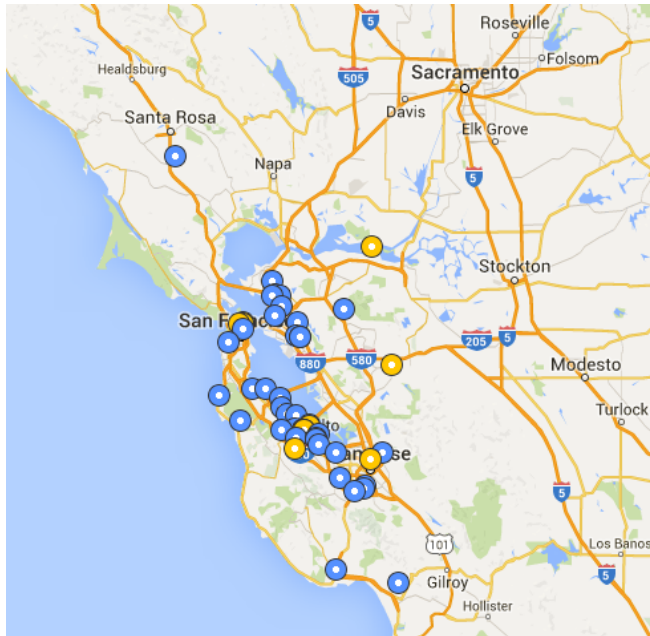
Innovation

From our research, no other school in Rosemont or the east part of Sacramento County is offering curriculum that encompasses:

- Project based learning
- Personalized learning
- Social emotional learning
- Design thinking

We believe these three educational philosophies are unique to GPS and will prepare our students for the rapidly changing world. The paradigm shift in education is occurring in the San Francisco Bay Area and these philosophies are gaining popularity because of their effectiveness. Our goal is to bring these philosophies and the same level of innovation and preparedness to Sacramento.

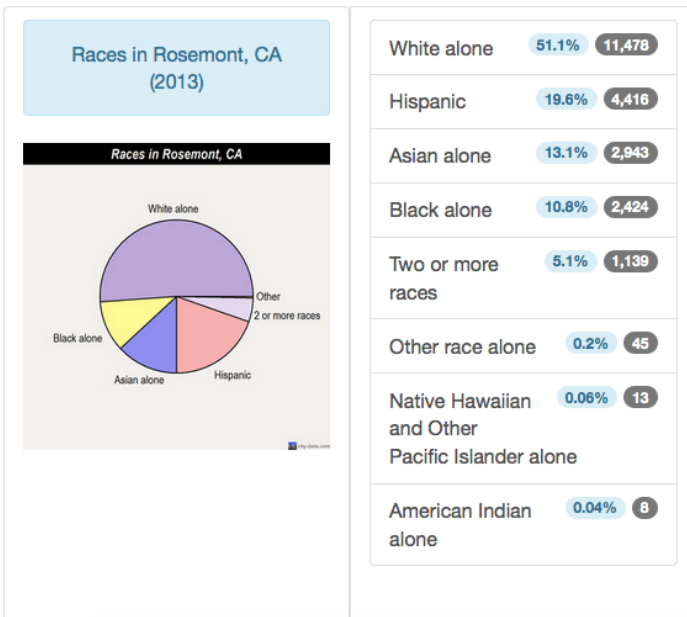
Figure 2: Map of Design Thinking Schools in Sacramento



Diversity

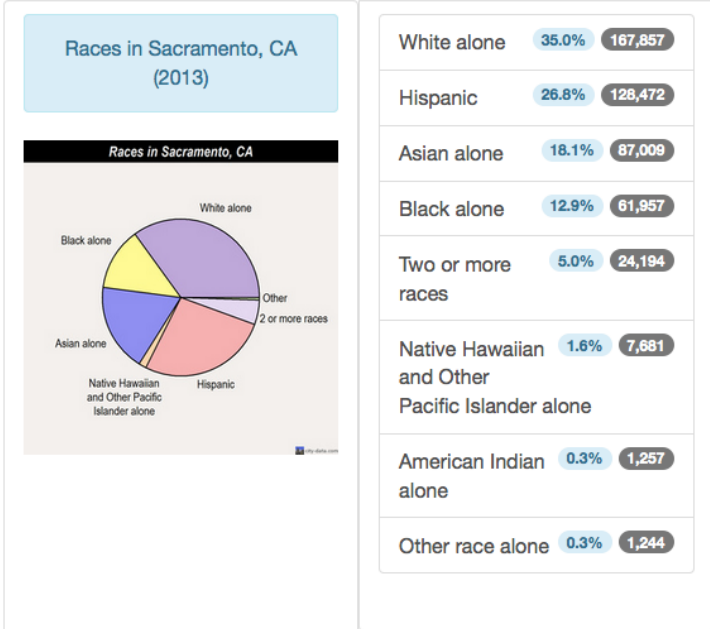
We will recruit families from different racial, ethnic, and economic backgrounds to have a student body representative of Rosemont and Sacramento. The diversity of backgrounds is represented in the following figures.

Figure 3: Race Represented in Rosemont (2013)³



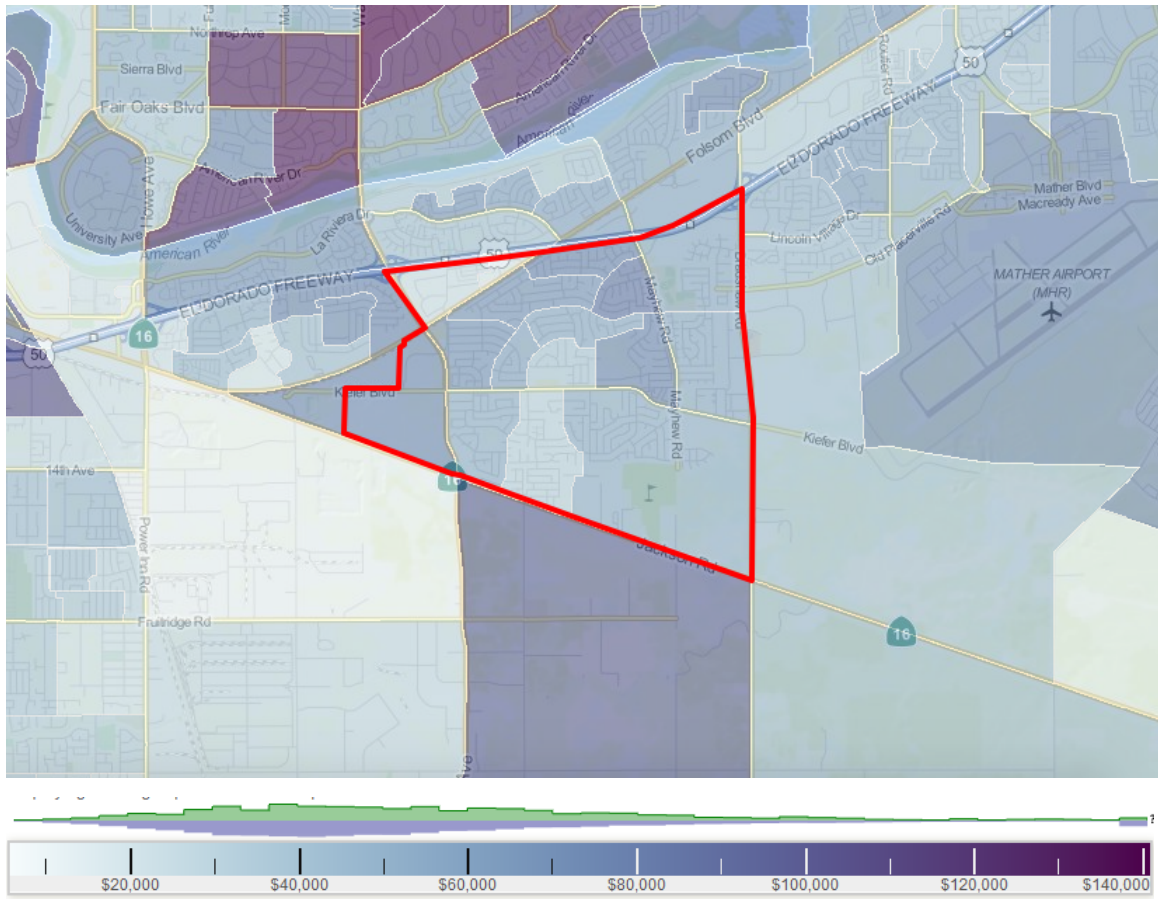
³ <http://www.city-data.com/city/Rosemont-California.html>

Figure 4: Race Represented in Sacramento (2013)⁴



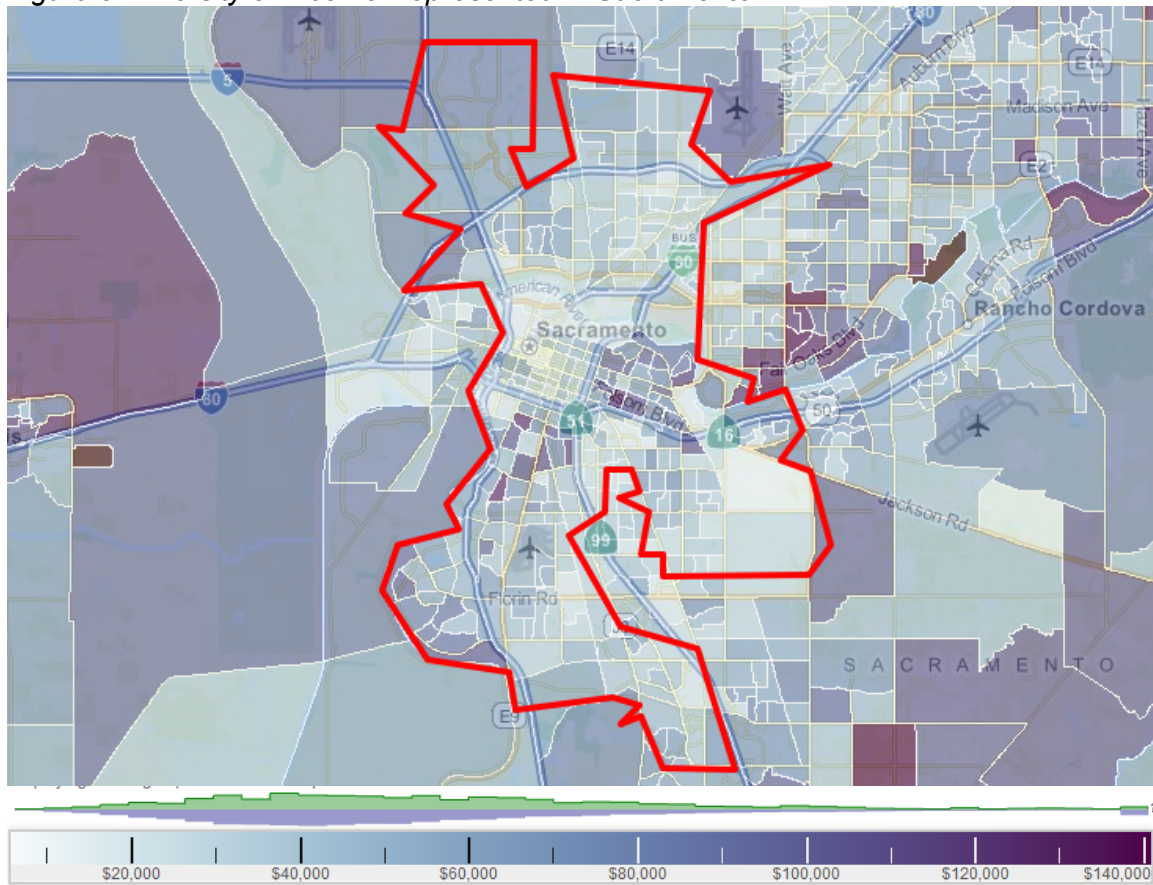
⁴ <http://www.city-data.com/city/Sacramento-California.html>

Figure 5: Diversity of Income Represented in Rosemont⁵



⁵ <http://www.city-data.com/city/Rosemont-California.html>

Figure 6: Diversity of Income Represented in Sacramento⁶



Given the community demand, uniqueness, the accessible location of Rosemont, and its proximity to the Elk Grove, Folsom Cordova, and San Juan school districts, our assumption is that we will attract students from the surrounding communities to increase our diversity and broaden our impact.

⁶ <http://www.city-data.com/city/Sacramento-California.html>

How Learning Best Occurs: Key Elements of Growth Public Schools

Rigorous, Competency Based Instruction

All tasks, projects, and personalized learning tools will be backwards planned to ensure students meet standards and competencies. Facilitators will create competency based progressions for students, based on both skills and content, for each subject area, using an Understanding by Design (backwards planned) process. According to the US Department of Education:

“Competency based progression creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities. These strategies include online and blended learning, dual enrollment and early college high schools, project-based and community-based learning, and credit recovery, among others. This type of learning leads to better student engagement because the content is relevant to each student and tailored to his or her unique needs. It also leads to better student outcomes because the pace of learning is customized to each student.”

States such as New Hampshire and Ohio, districts such as Chugach (AL) and Lindsay Unified (CA) and charter networks such as Mastery Charter Schools (PA), Cornerstone (MI), Roots (CO) and Summit Public Schools (CA) have seen success with competency based learning, especially as it personalizes and makes learning relevant for students.

Competency Works defines competency based education around 5 key elements:

1. Students advance upon mastery, not around seat time, age or grade level
2. Competencies include explicit, measurable, transferable learning objectives that empower students
3. Assessment is meaningful and a positive learning experience for students
4. Students receive timely, differentiated support based on their individual learning needs
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions

At GPS, we are moving away from traditional, “seat time” based learning. Students will need to show mastery of skills and content to move forward. With our extensive interventions and support systems, all students should reach mastery of skills and content in each subject area. Our competency based progressions will outline clear, standards-based outcomes and the assessments that will measure student progress toward those outcomes. These will be aligned with the **most current and rigorous college-ready standards** (currently believed to be Common Core, AP, NGSS, and ACT standards). Competency based progressions will include a list of the course’s themes and central questions, materials that will develop those themes, standards for content knowledge and skills that students are expected to master, and assessments that will measure levels of mastery, including long-term, project based assessments. Facilitators will use formative assessment regularly, often in electronic formats via adaptive online tools, to check progress towards standards. All facilitators will receive extensive professional development on how to lead and assess in a competency based learning program.

Data Driven Instruction

As part of competency based progression, facilitators will use data driven instruction methods. According to Paul Banbrick-Santoyo, there are four components of effective data driven instruction: assessment, analysis, action, and systems creation. Facilitators will regularly track progress towards mastery, using data from formative assessments from both online tools and regular instruction as well as classroom observation and summative or project based assessments. Facilitators will then meet regularly as a team to discuss how to re-teach and intervene with students who are behind. Additionally, facilitators will meet regularly (if not daily) with students to discuss progress. Students who are ahead and who need extension will continue with the competency based progression.

Please see **Appendix E. iNACOI’s Research on Competency Based Learning, and Appendix F. CompetencyWorks’ Framework** on competency based progression.

See **Appendix G. Summit Public Schools’ Cognitive Skills Rubric.**

See **Appendix H. Roots Elementary Charter School Teaching Standards** for a sample of competency based instruction in elementary school.

Personalized Learning

GPS seeks to change the “way we do school.” We believe that the old “factory model” of education, where every student is moved through the system at a fixed pace and given the same content, regardless of his or her ability or interests, no longer serves students well. We know that students all learn at different paces, have different abilities, and come with different backgrounds. One of the most significant challenges of today’s traditional school structure is that teachers are expected to personalize learning within a classroom of students who are the same age but who have wildly different abilities. It is not uncommon for a teacher to have some students who are reading at grade level, some who are years behind, and some who are years ahead. Those same students may be in different places with their math skills. The expectation that one teacher can create daily lessons that meets the needs of all of those students is daunting at best.

GPS believes that the key to learning, and especially accelerated learning, is getting well-structured lessons in your Zone of Proximal Development (ZPD) and getting individualized support to practice and apply those lessons. We believe it is unrealistic to provide ZPD learning regularly in the traditional school model. Therefore, we will use a personalized learning model. This will address three needs:

1. The level of differentiation and scaffolding required to serve all of our students;
2. The programmatic structure required to authentically build capacity to self-manage learning and to build Habits of Success; and
3. The need to cultivate self-motivation and self-advocacy so that students can be agents over their lives.

Broadly, personalized learning is defined as meaning: increased student control over the time, place, path, and/or pace of his or her learning. Although the pedagogy is still somewhat nascent, schools across the country such as Summit Public Schools (CA), Roots (CO), Acton Academy (TX) Valor Collegiate Academies (TN), Mastery Charter (PA), Achievement First (NY, CT, RI), Match Education (MA), Milpitas School District (CA), Urban Promise Academy (Oakland, CA), MS 88 (Brooklyn, NY) have seen broad success with personalized learning. GPS plans to build upon their successes and adapt these tools and strategies to the Sacramento community. Personalized learning incorporates differentiated instruction using both

online and offline (non-technology) instructional and strategies and takes a step further to address the entire school and the whole child, and to include even more choice and voice. Although it incorporates some aspects of blended learning, it is more than that.

A personalized learning model is effective in four key ways:

1. The adaptive nature of some software enables students to be receiving the targeted lessons and practicing the skills appropriate to their ZPD;
2. Content can be made accessible by adapting the reading or math level and providing scaffolding and supports;
3. Facilitators can then focus their lessons and precious student time on developing and facilitating more challenging performance tasks, and building the skills dictated by the higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge (facilitating debate, discussion, inquiry projects, research and analysis); and
4. Students can own their own learning, making it much more effective and engaging.

Initial results at organizations that have recently piloted personalized learning show that it helps to accelerate learning both for those who are behind and for those who need extension. It is also effective in enabling access to content because it can adapt to a student's level or provide immediate support and scaffolding with vocabulary words or concepts that are challenging, particularly for English Language Learners and students with learning disabilities.

Personalized learning enables the following:

- *Repetition*: Students can repeat lessons as needed without the teacher having to reteach an entire class. For example, in a Khan Academy video, students can re-watch the video multiple times, if needed.
- *Student Ownership*: Students own their own learning, including successes and failures, and pursuit of interests.
- *Adaptivity*: Many online software programs will adjust the problems that a student sees based on whether they just answered correctly or incorrectly. The pathway through the curriculum is thus customized to each student's needs.
- *Failure as Motivation*: Many online software programs use game design to ensure that students stay motivated. Thus, students who are struggling receive encouragement to improve rather than messages of failure simply because they are moving at a slower pace.

The Dell Foundation developed a set of case studies around the implementation of blended learning (which is a key component of personalized learning) in K-12 schools. The GPS founder, David Richards, was Principal at Summit Tahoma in San Jose during this study (Summit Tahoma was featured as one of the case studies). We reviewed the other case studies in detail (including participating in one) and developed partnerships or are drawing resources with many of the organizations highlighted. All of the organizations have shared that the implementation of personalized learning has resulted in increased student outcomes.

A consortium of educators, including the Gates Foundation and the Christensen Institute defined personalized learning as having 4 main elements:

1. *Competency Based Progression*: each student's progress toward clearly-defined goals is continually assessed. A student advances and earns credit as soon as he/she demonstrates mastery. Please see above for a description of our competency based progression.

2. *Flexible Learning Environments*: student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals.
3. *Personal Learning Paths*: All students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his/her individual learning progress, motivations, and goals.
4. *Learner Profiles*: Each student has an up-to-date record of his/her individual strengths, needs, motivations, and goals.

The personalized learning program at GPS works as follows:

- Students set goals with facilitators based on assessments (formative, summative, external) and personal interest (passions) along the competency based learning progression. Students will set goals in the PLP for academics, Habits of Success, and career.
- Regularly, students are placed into groups and a rotation based upon progress towards these goals.
- Facilitators check in regularly with students to track progress and to help students reach their goals.
- Students who are not on track may receive intervention or remediation in the rotation, during PBL or personalized learning time, or during in one of many support structures.
- PBL and Expeditions are also based upon, or related to, these goals. Meaning, students may pick an Expedition that is related to a career goal or interest or an Expedition that allows them to pursue their passion. Students may do a PBL experience that is in line with their interests. Additionally, students may be using playlists during PL time to prepare for a larger project, or to learn content or do independent practice on skills. We are also considering having long term thematic units that students will work on during PL, and PBL.

In terms of *Flexible Learning Environments*, in addition to our regular classrooms where students will work on project based learning, students will be in rotations between small group instruction, Habits of Success instruction, and personalized learning time. Students will move based on their needs. During Expeditions, students will be often outside of the school walls in non-traditional, experiential learning spaces such as farms or in nature, museums, workplaces, or theatres.

For both *Personal Learning Paths* and a *Learner Profile*, all students will have a Personalized Learning Plan that documents their short and long term academic, Habits of Success, and pacing goals as well as long term personal and career goals as their Personal Learning Paths. We are partnering with Summit Public Schools to use their Basecamp tools in order to track progress on goals and competencies as a Learner Profile. Facilitators will receive extensive professional development on how to set goals with students, how to track progress, and how to intervene. Families will be intimately involved in the goal setting process and will also assist in tracking progress towards goals.

Students will use personalized learning in all subject areas to learn both content and basic skills. Project Based Learning time and Expeditions will teach higher order thinking skills and deep content knowledge. We will primarily use adaptive online tools during this time, and students may be pulled into small groups for remediation, extension, or workshops. Students may work on differentiated playlists or facilitator curated modules centered on a topic or a skill. See below for a description of playlists.

We envision that our students will spend a portion of the day in a rotation structure. During this rotation, students may be:

1. Working on playlists or online adaptive programs
2. Doing independent reading and writing or partner reading
3. Engaging in station activities: manipulatives and play-based learning
4. Completing mini project activities or work for their larger Expeditions
5. Working in small groups with a content area facilitator for remediation, intervention or extension or working with a Habits of Success teacher
6. Maker Space/time

Please see **Appendix I. Typical Day for a Student** and **Appendix J. Sample Daily Schedule**.

Self-Directed Learning

A key component of personalized learning is Self-Directed Learning (SDL). While some of our personalized learning time will be focused on data, including adaptive playlists and intervention, the students will guide some learning time. They will work on whatever they need to meet their personal, interest, and academic goals. We expect that students will set an agenda for this time.

The goal of SDL time is to teach students how to be independent workers, how to set goals and to reach them and how to manage and organize their time, and ultimately, how to own their learning. The goal is also to have students pursue their passions and to complete work and learning in a way that is best for them. We recognize that students sometimes need to learn at their own pace and on their own path. Students cannot be prepared for an ever changing, 21st century world, without the skills to be an independent learner. We will explicitly teach children the tools and skills they will need to be successful during this time such as: making a plan, what to do when you get stuck or don't know what to do, how to balance your time, and how to base your time around your goals. We are using models and resources from Acton Academy (TX) as well as Roots Charter (CO) who have successful models of SDL. We have also spent extensive time observing and working with Montessori models that have been successfully executing SDL for over a hundred years.

Playlists

We are considering the use of playlists for personalized learning, a methodology used by Summit Public Schools and Roots Elementary Charter School. They will contain a combination of teacher created and curated content and proven, adaptive blended learning programs. For example, a student may do a module on subtraction, where they might watch a video from Khan Academy, then do independent Practice on ST Math, followed by teacher developed materials for additional independent practice, finished with an assessment. Or, in ELA, a student might be on No Red Ink to learn the proper use of a proper noun, and then do teacher created independent practice, finishing with an assessment, and then the results are sent to the SIS. GPS plans to build on the playlists built by Summit and other personalized learning schools, many of which can be found at Gooru Learning.com.

Play-Based Learning and Montessori Philosophies and Concepts

Planned stations, will also occur during personalized learning time. Students will have a choice to visit stations, which are planned by the teacher. For example, students may engage in dramatic play at a kitchen station. Studies have found that at the early grades, students actually learn more deeply and learn differently than direct instruction, as they are allowed to explore. Dramatic play is the foundation of speaking and listening and oral language, which leads to

literacy proficiency. These play-based stations will incorporate dramatic play, the arts, manipulatives, and real-world application like cleaning or jobs.

See **Appendix K**. Learning Accelerator-Historical Evidence for Personalized Learning.

See **Appendix L**. Personalized Learning Platform Example.

See **Appendix M**. Self-Directed Learning Practices of Elementary Teachers.

See below for descriptions of independent reading and writing.

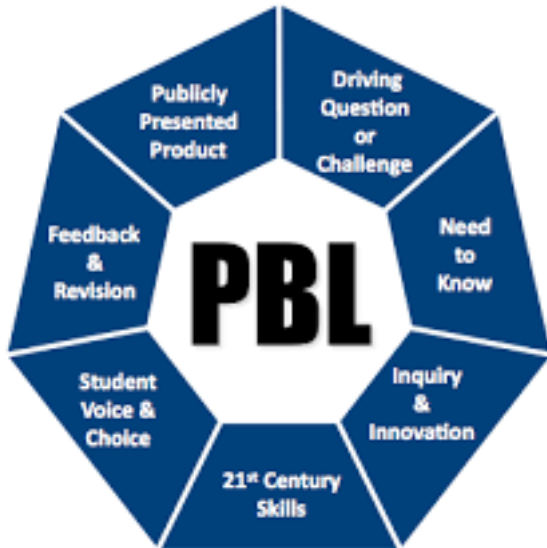
Project Based Learning: Deeper, Authentic and Relevant Learning

Project Based Learning (PBL) is a key component of a competency based learning progression and of 21st century learning. In order to best prepare students for a 21st century world, we need to provide opportunities for deeper, more engaging, authentic, and relevant learning that require students to show both mastery of content as well as higher order thinking skills such as application, evaluation and creation. Many schools across the country, including High Tech High, the Expeditionary Learning schools, and Summit Public Schools have been highly successful using project based learning. PBL is inquiry based around a central question, and results in students engaging in authentic learning that is relevant to real world experiences and results in a product.

“There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused interdisciplinary learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn.”

The Buck Institute, a leading research institute and provider of curriculum for interdisciplinary and PBL, has found that inquiry-based learning is proven to be more effective in preparing students for standardized tests, in assisting students to integrate and explain concepts, and in improving students’ mastery of 21st century skills. It has also been found to be particularly effective with lower achieving students, because of the focus on personalization and the larger, long-term projects focus on a wider range of skills and interest. As Jeff Robin from High Tech High states, students “get to work on what is sticky for them,” or what they are most interested in, and what best aligns with their competencies.

Students may also incorporate design thinking to identify a problem and brainstorm, and then create solutions. The process is outlined in the graphic below from the Buck Institute.



Research has found that inquiry-based learning is more engaging for students than traditional learning, due to the fact that they have more of a “choice and voice,” in the topics they choose, as well as the deeper learning experience. Students tend to retain more information, acquire long-term skills such as research and evaluation, and are better able integrate and explain concepts. Research indicates that integrated learning: 1) has a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving; and 2) benefits students by increasing their motivation and engagement. GPS PBL curriculum will be inquiry-oriented in order to prepare students to be innovators in a 21st century economy, to provide deep understanding, to make connections amongst subject areas, skills, and content, and to allow students to apply and build on what they know. Students will engage in long-term, “real-world,” collaborative, interdisciplinary learning experiences that will culminate in authentic products that students will present and defend at exhibitions. Our exploratory and inquiry-based projects will allow for collaborative and independent options and will be taught by facilitators who are experts in the content area in heterogeneous, multi-grade level groups.

Our projects will be based on Kolb’s theory of Experiential Learning, and will also incorporate many principles of design thinking. Many independent learning and small group tasks will be incorporated into, or lead up to a larger project. These PBL experiences, or exhibitions, will be teacher designed, and based on best practices used at other PBL schools. The GPS team will also designate specific professional development time to agree upon an approach for integrated cross-curricular learning, to train facilitators, and to have facilitators plan and design units of study. Finally, we will pull from other proven resources, such as the Buck Institute, the Expeditionary Learning Schools, Brightworks (CA) and the High Tech High Elementary School program. All of our projects will be tied to the competency based progressions, which are tied to national and state standards for the subject areas: Common Core, Next Generation Science and CA state standards. Our Expedition program will also include aspects of PBL.

See **Appendix N**. Buck Institute for Education Snapshots of PBL.

Social Emotional Learning: Explicit Teaching of Habits of Success

To be successful in a 21st century world, as well as to be innovative and develop agency, students must have strong social emotional skills as well as academic skills, and explicit social emotional education can teach these skills. We are calling these Habits of Success. Recent research from Paul Tough and the Brookings Institution show that teaching Habits of Success, particularly: grit, resilience, and a growth mindset are key for all students, particularly those who are low income and for students who have experienced trauma and toxic stress, as many of our students from impoverished families have. This creates structural changes in the brain, which often manifests itself in low academic achievement or behavioral problems. As part of teaching the whole child, we will explicitly teach social emotional skills, in particular, strategies to deal with toxic stress and those that provide students with the ability to be resilient and successful. We also wanted to provide students with the skills and abilities to make better choices surrounding behavior. Furthermore, the key 21st century skills of collaboration, communication, flexibility and critical thinking are closely aligned with social emotional skills of self and social awareness as well as relationship skills. Teaching Habits of Success allows all students to be successful.

Recently, research has proven that just as there is Maslow's hierarchy of needs, there is also a hierarchy of learning needs, with mindsets, learning strategies and habits coming before high quality instruction. First and foremost, there is the growth mindset, popularized by Carol Dweck at Stanford University:

"Students with a growth mindset realize that their abilities to think and do are a result of their past behaviors. They see effort as what makes people smart, they are motivated to focus on continued growth, and they persist in the face of setbacks. On the other hand, when students see intelligence or abilities as fixed, they see effort as something only incapable people need, they shy away from challenge, and they disengage when things get hard."

For students to engage in rigorous, 21st century work, they must have the ability to persevere and to work hard—to complete their work and to not give up, even when presented with challenges. They must not say "I can't do this" but instead, "I can't do this yet." These academic struggles mirror the challenges that our students see in everyday life; even when their personal lives are difficult, they must get up every day and go to school, ready to learn. This mindset is also key to cultivating innovation. Other key mindsets for success include a sense of belonging in the community, a belief that students can succeed and an understanding that their work is relevant.

The key learning habits are a mix of both the 21st century skills of collaboration, creativity, critical thinking, and communication as well as the key social and emotional skills of self-awareness, self-management, and social awareness. Essentially, "we must teach children how to learn," including how to learn independently and collaboratively, as well as what to do when they have not mastered a skill or content. Personalized learning, self-directed learning, and the increased rigor that occurs with the transition to the Common Core will aid in this goal. Finally, the explicit teaching of Social Emotional Learning (SEL) content and skills, which we detail below, will enable students to learn key learning habits. It is also important to note that we believe that these skills are important for *all* students to show long-term success, and not just those that are struggling.

The Collaborative for Academic, Social and Emotional Learning (CASEL) outlines five competency clusters for social emotional learning as: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The program at GPS is designed to provide all students with the aforementioned skills, knowledge, and character foundation, thus preparing them to be productive, responsible, and well-educated members of 21st century society.

GPS plans to use a combination of the Oakland Unified School District (OUSD) SEL standards and the Illinois SEL. The OUSD standards are aligned to CASEL and focus on self-awareness, self-management, social awareness, relationship skills and Responsible Decision making and have a K-12 continuum. The Illinois SEL Standards as a guide because they have developed a K-12 developmental continuum that culminates in students demonstrating the following critical life skills:

- Develop self-awareness and self-management skills to achieve school and life success.
- Identify and manage one's emotions and behavior.
- Recognize personal qualities and external supports.
- Demonstrate skills related to achieving personal and academic goals.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships
- Recognize the feelings and perspectives of others.
- Recognize individual and group similarities and differences.
- Use communication and social skills to interact effectively with others.
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
- Consider ethical, safety, and societal factors in making decisions.
- Apply decision-making skills to deal responsibly with daily academic and social situations.
- Contribute to the well-being of one's school and community.

We will also use the California State standards for preschool and TK as our guide, and will integrate the CA standards on SEL as soon as they are released.

SCUSD is piloting a similar SEL program, with assistance from the NoVo foundation. We hope to learn from their findings and potentially look for ways to partner.

Dr. Martin Seligman is a world-renowned professor from the University of Pennsylvania who is widely considered the leading expert in the Positive Psychology movement. Dr. Seligman has done considerable research on the character traits that are most widely aligned with success and happiness. In his research he was able to identify 24 positive character strengths that, when developed, were most closely associated with both success and happiness in children, and that are closely aligned to the competencies above. Angela Duckworth, in conjunction with a team at KIPP schools and the Character Lab, also identified several key character traits that were necessary for success in college and career. The character traits were based on this research.

We have taken the research on character traits as well as the research on growth mindset and socialemotional learning and listed what we think are the Habits of Success that will ensure the success of our students in high school and beyond.

Habits of Success, as well as explicit teaching of a growth mindset, will be woven into almost every aspect of life at GPS. We will approach the development of social emotional skills, using both student-centered and environment-focused approaches, in the following ways:

- *Friday Program*: For approximately one hour each Friday, students will be in small groups with a facilitator explicitly learning and practicing the Habits of Success. We will pull from several curricular resources (listed below).
- *Personalized Learning Rotation*: In the rotation described below, some students may be pulled into small groups to work on explicit teaching of the Habits of Success. Students may also be working on playlists that contain online programs to teach Social Emotional Learning. Our personalized learning model allows for students to work independently, and to build the skills of grit and drive, as they will need to keep working, and try again, or ask for help, until they reach mastery.
- *Mindfulness*: In order to teach self-awareness and self-management, we may set aside time on the day for mindfulness, in various forms such as breathing exercises, silent meditation, and body scans. We will use resources from organizations like Mindful Schools to train both staff and students. Recent research has shown that taking space or time in the day to be mindful, or to have student's check-in with themselves, has a profound impact on academic success and school culture as well as being a simple way to combat toxic stress outside of school.
- *Family Time (similar to an advisory group)*: Students will meet twice daily with their Family Groups, and one of these times will be structured. The structured time will be an opportunity to participate in social emotional learning and to explicitly teach Habits of Success.
- *All School Meeting*: Our All School Meeting will be opportunities to practice Habits of Success or may be used to celebrate students who have shown exemplary growth in the Habits of Success.
- *Integration of Habits of Success into PBL*: All long term projects might have a focus on at least one of the Habits of Success, for example, and students would need to show evidence of growth on at least one Habit in their final product.
- *Driver of School Culture*: All school culture norms and routines will be centered around the Habits of Success and our vision of innovators, agents and problem solvers. Excellence on and examples of Habits of Success will be regularly recognized and celebrated. Any behavioral issue will ask students to reflect upon the Habits of Success and how they can improve both themselves and the community at large.

The curricula we are considering to help us teach the Habits of Success are: Carol Dweck's Brainology, curriculum from the Character Lab, Six Seconds SEI, Responsive Classroom, Toolbox, Ruler, Seneca. We are working with Summit Public Schools (CA), Valor Collegiate Academies (TN), Nueva School (CA), and CASEL to determine what are the best tools, programs, and curriculum.

For lower elementary, GPS is considering implementing Toolbox, a specific K-6 SEL curriculum developed by Dovetail Learning in conjunction with the Berkeley, CA school district. *The Toolbox Project* is a research based, community-tested, social-emotional learning SEL curriculum that fosters the development of resilience, self-mastery, and empathy in K-6 students and beyond.

Assessment

The school plans to assess the effectiveness of the SEL curriculum by collecting data on student engagement and behavior incidents, whether or not students met their goals, as well as through student, parent and faculty surveys. We are working with national leaders in this field to determine the best ways to measure and assess.

GPS is engaging in a project with the Clayton Christensen Institute and Startup: Education to test how to measure mindsets such as: passion (genuine interest in learning); creativity (defining problems, arriving at solutions); growth mindset; teaming and collaboration. We are also testing how to measure self-direction. We are trying different rubrics and peer and teacher assessments to determine effective ways to measure mindsets. We are working with three schools and will write up our findings in a case study that will be published by the Clayton Christensen Institute.

See Appendix O. Summit Public Schools' Habits of Success Common Assessment Plan.

Diverse by Design: Heterogeneous Student Body and Classrooms

GPS will reflect the larger society that our students will someday join. Entering adult life without having meaningful interaction with others different from themselves leaves students unprepared for the world they will inherit. Strong public schools must be more than simply demographically diverse in the hallways: they must also be diverse in the classrooms. We believe the best way to learn is to live actively in an integrated learning community that brings together students with varied talents from varied neighborhoods. Recent research shows that all students benefit from diverse classrooms. (Please see **Appendix P. Century Foundation: a New Wave of Social Integration**). Additionally, a recent *New York Times* article as well as a recent "This American Life" podcast detailed research from the Economic Policy Institute that shows that one of the best ways to reduce the achievement gap is to have integrated schools. Furthermore, "researchers have documented that students' exposure to other students who are different from themselves and the novel ideas and challenges that such exposure brings leads to improved cognitive skills, including critical thinking and problem solving." We believe that having a diverse student body makes for a stronger learning environment and a stronger community. GPS' student demographics will aspire to mirror the population of Sacramento in all ways--racially, ethnically, and socio-economically. Our recruiting plan will outline the various ways we will make this happen. We are diverse by design, meaning we believe that student success is dependent on a heterogeneous student body.

Our academic program is grounded in the belief that all students should have the opportunity and the preparation to go to and succeed in the high school of their choice and at a four-year college. There is no remedial track in middle school. GPS will offer additional support and challenges when appropriate through student grouping, personalized learning and differentiation, after school support, intervention and remediation during Expeditions and potentially offering summer school to ensure that all students are college ready. We will maintain a common intellectual mission where students of all demographic groups are provided the same college preparatory curriculum, and where all students are expected upon graduation to be on track for a college preparation path in high school.

Multi-Grade Level Pods

As part of our heterogeneous model, students will be based on multi grade level cohorts, or pods. These will include students from two to three grade levels, and will be heterogeneous in

all aspects and include students from all skill levels, language level, socioeconomic groups, gender, races, ethnicities, learning styles, interests and, special education. Within this pod, students will have access to a Habits of Success facilitator, a math/science content area expert facilitator, and a humanities content area expert facilitator.

The purpose of the pods is for facilitators to develop deep relationships with students to offer better personalization and so that facilitators can easily collaborate. All of the facilitators in the pod will teach the same students, so they will be able to co-plan, discuss student needs and complete data analysis together. We plan to make various groupings as needed or in the best interest of students--we may group by ability level for intervention or extension, by interest for projects, or by learning style for example. Groups could change frequently and are strategically designed to be homogeneous or heterogeneous depending on the objective, which allows students to advance at their own pace. The use of pods is a best practice used by the Design 39 Campus in the Poway School District in San Diego, Roots in Colorado, and the Montessori model.

Explicit Community Building

In order for a heterogeneous and diverse by design model to be effective, students must learn to work with others different from themselves. This requires knowing each other well, being empathetic and receptive to and accepting of, differences. We will do explicit and extensive community building at the start of school; in Family Groups, in All School Meetings and Celebrations, and potentially on Fridays during Habits of Success instruction.

Culturally Competent Facilitators, Teaching, and Materials

We expect our student body to mirror the demographics of Sacramento. Meaning, we will have students from all racial, ethnic, socioeconomic and language backgrounds. Part of teaching these students well is having the cultural competence, and/or knowledge of their backgrounds. This goes hand in hand-in-hand with community building and developing deep, personal relationships with students and their families. However, it also has implications for instruction, teaching and learning.

Recent research shows that Culturally Relevant Pedagogy also known as Culturally Relevant Teaching (CRT) has tremendous success in working with culturally and linguistically diverse student populations. This academic success stems from CRT's "assumption that when academic knowledge and skills are situated within the lived experiences and frames of reference of students, they are more personally meaningful, have a higher interest appeal, and are learned more easily and thoroughly." In addition, GPS recognizes that schools are socializing institutions that mirror the greater society's culture, values, and norms. Thus, the unequal power relations among various social and cultural groups at the societal level are usually reproduced at the school and classroom level, unless concerted efforts are made to prevent their reproduction. We will work as a community so that our school culture does not reflect and maintain inequalities.

Cultural Competence (Teaching Diverse Students) is also a formal part of our teacher professional development, and all staff participate in sessions in culturally responsive practices. We will aim to select instructional materials that highlight a range of diverse cultures. Most importantly, because much of the learning is self-directed and personalized, students will be encouraged to learn more about one another's cultures through the books these choose to read, to write and share authentic stories from their lives and families, and to work together on projects.

Cultivating an Innovative and Entrepreneurial Mindset

As part of our commitment to creating innovators, GPS will explicitly teach our students to have an innovative and entrepreneurial mindset. Meaning, students will expect failure and embrace it as a positive learning experience, they will learn to be flexible, adaptable and agile, to pivot, to iterate, in effect to “roll with the punches” and to come up with creative solutions to problems (sometimes unforeseen problems). We also expect our students to engage in outside-the-box thinking and seeing different angles, while very often working in teams. Finally, an innovative mindset includes iteration and continuous improvement. The highest level on Bloom’s taxonomy is to *create* and the highest level on Webb’s Depth of Knowledge (level 4) is to *design and create*. This cultivation of an innovator’s mindset is also directly tied to our explicit teaching of Habits of Success.

We propose to explicitly teach an innovator’s mindset via:

- *Explicit Teaching of Design Thinking:* Design thinking will be woven throughout our curriculum at GPS, particularly in project based learning and in teaching Habits of Success, as it is key to becoming problem solvers, agents and innovators. We want our students to embody the same spirit as the great innovators of our time--those at Facebook, Apple, Google, or other successful start-ups. Students will integrate design thinking into their larger projects, and in particular, the final product for exhibitions. We are defining design thinking as the ability to use a systematic process to understand people and situations, define problems, and come up with innovative solutions. Design challenges are integrated learning projects where children go through the steps of the design thinking process. They can be short, designed to introduce all phases of the process quickly, or they can be long to allow for in-depth investigation into PBL.
- We also plan to partner with California organizations such as IDEO or the Stanford Institute of Design K-12 lab to provide instruction or training on instruction to facilitators. Other resources like the Henry Ford Institute Learning Institute’s Foundations of Innovation may be leveraged to build GPS’ curriculum. We plan to use a similar design process: understanding and research, observe, synthesis, ideation, prototype and test. A sample project that incorporates design thinking in grades 3-4 might be “How might we build a better chair for school?” Students would investigate chairs at home and at school. They read and study the history of chairs and view pictures of chairs from different times and places noting how local materials impact design. They then put together chairs for their classroom. They meet a designer who has worked on chair design. Finally, they come up with things that they would like to design.
- *Maker Space and Time:* In order for students to be true innovators, they must be allowed to tinker or to try and figure things out. They must also be given some free rein to build and to create. There will be designated time throughout the week and the school year (on Fridays and potentially in PL) for students to be “makers,” or to essentially learn what interests them most. This time will also be based upon the principles of design thinking (see above). However, this will simply not be “free play time” as students must create something during this time. As discussed by Daniel Pink in *Drive*, people are much more motivated when they are given the time to be creative and to work on what interests them. Many successful companies such as Google and 3M also use this idea, which they call “20% time.” Most importantly, students are able to practice key Common Core State Standards through differentiation and personalization, and will enjoy themselves. We plan to use resources and best practices from ITSE, the Maker Space Playbook, Brightworks, Bricolage Academy (LA), the Menlo School (CA), and several other schools across the country.

- *Technology Integrated Throughout the Curriculum and School Environment:* In order to meet our mission, technology is a key component of our model. We will have a 1:1 laptop ratio (the Charter School will provide devices for students' use) to ensure that students have the technical skills to compete in today's economy and so that they are able to complete their assignments. GPS will research and implement proven technology to provide adaptive instruction, practice, and assessment in a manner that is differentiated for each child. We will also explicitly teach the skills, behaviors and routines needed to create an effective personalized learning environment, which might include skill like keyboarding. Technology will also be used as a tool for research, communication, and production. In addition to facilitating 21st century teaching and learning, technology is also a key component of data driven instruction and will be used extensively in the goal setting-teach-assessment-data-reteach/relearn cycle.

Expeditions

Approximately one Fridays per month, and for approximately six weeks total throughout the year, students will participate in hands-on, real-world, experiential learning experiences that may also take place outside of the school walls. We call this period of time Expeditions. Students at GPS will participate in in-depth, sometimes elective courses that are run in collaboration with community organizations and local businesses. Students have the opportunity to explore an area of passion and gain real world experience, often with professionals from the field. Often, these expeditions will be connected to a larger project or exhibition. For example, a grade 1 class may participate in an Expedition entitled "Where does food come from?" where they might visit a local farm, talk to farm workers, go to a grocery store or farmer's market, and learn about basic nutrition and cooking. Or, a student may work with a local theatre company to put on a play, or participate in a service learning project.

GPS sees Expeditions, in particular the "real world experience" expeditions such as service learning projects, as an additional way to grow character and Habits of Success. For example, a student would embark on a service learning project and then show evidence in their growth of kindness, social awareness, and relationship skills. We also see Expeditions as a key place for students to identify real world problems, and then propose creative solutions, either as an assessment at the end of the Expedition or as part of a larger PBL experience.

Time during Expeditions may also be spent to support students and to provide interventions for students who are behind or who need remediation.

During this period of time, facilitators will participate in deep professional development. Please see our description of professional development below.

High Quality Facilitators

GPS realizes that high quality teaching is tantamount to student success. Several studies, including those at Stanford, Teach for America, and the Gates Measures of Effective Teaching, show that the greatest factor in a student's future success is great teaching. We will make every effort to recruit and retain world-class facilitators who can not only teach academic content and skills, but also Habits of Success. Professional development will take place weekly during facilitator meetings, during Expeditions and during the rotating Friday schedule. We expect teachers to participate in approximately 30 half days and 10 full days of professional development days per year.

Principal as Instructional Leader

One of the primary roles of the Principal will be to ensure academic and social emotional success of students through high quality teaching. Facilitators will set professional goals at the start of the year related to data and competency based progressions. The Principal will do regular observations and give regular feedback and coaching to facilitators.

Recruit and Retain the Best Talent

GPS will make every effort to recruit the best talent, through forging partnerships with local and Bay Area universities as well as well-known organizations such as Teach for America and TNTP (formerly known as The New Teacher Project). With our extensive support, professional development, specialization, and career opportunities we hope to retain these high quality facilitators.

Career Advancement

GPS will offer career advancement tracks for our facilitators such as a path to administration, sharing best practices with other schools locally and nationally, mentoring student teachers, leading professional development, and training apprentice teachers.

Specialization

As described above, facilitators will be in multi-grade level pods. We expect our facilitators to specialize in one content area, for purposes of both expertise and retention/development.

High Quality Professional Development

Our facilitators will have an enormous opportunity to grow as educators in the GPS model, especially during Expeditions (described above), as they will have that time to focus on developing as professionals. We will set goals and create professional growth plans for each teacher, and will support each teacher to grow into a world-class educator via coaching, check-ins, and professional development days. Facilitators will have a significant number of professional development days, at the start of the year, weekly, interspersed throughout the regular semester, and during Expeditions. A percentage of these professional development days will be devoted to data driven instruction and collaboration, but professional development will also be aligned with the instructional goals and vision of the Charter School as well as each teacher's professional goals. GPS plans to use both external (such as High Tech High's or Summit's teacher development courses) and internal experts to provide professional development to include educational opportunities to reinforce the following:

- Goal setting for the entire school, facilitators, and students
- Creating competency based learning and inquiry-based PBL lessons
- Co-planning and collaborating—participating in Professional Learning Communities
- Teaching, executing, and reinforcing clear systems, procedures, routines, and the established norms at the Charter School and classroom levels to maintain an emotionally and physically safe rigorous learning environment
- Community building amongst the staff in order to build a high trust workplace
- Training in culturally responsive teaching in order to best support a heterogeneous student body
- Data analysis techniques to ensure faculty members are highly skilled in data analysis
- Strategies to support struggling students and/or special populations, such as special education students, EL students, or low income students
- Other needs as determined by data, classroom observations or professional growth plans

See **Appendix Q. Professional Development Example – Design Thinking**

Family as the Base of All Learning and Development

Understanding and learning for children at GPS happens in active relationship with a child's family, as well as the larger school community, neighborhood, and the world beyond.

Engagement with family happens across the year and through the grades through a wide array of structures.

We aim to connect students' personal history to all the other skills that they need to learn: reading, writing, math, and thinking. In order to truly know our students and to be able to teach them well, we must also truly know their families and home lives.

Our family engagement plan is based on best practices, particularly upon the successes of the Community Roots School in Brooklyn, NY.

Family Groups

We believe that a key component of our model is that "every student is known," that students are most successful when they have at least one close, long-term personal relationship with an adult on campus who guides the student through all aspects of their schooling--academically, socially, and emotionally. In order to provide support and a personalized experience, every GPS student will be paired with a member of the staff, who will stay with the student for multiple years at the school. Students will be placed into small groups of approximately 12 called Family Groups. The group meets twice daily and for a longer period of time on Friday. (Please see sample schedule for details). The mentor's goal will be to 1) make a deep, personal connection with the student and family, 2) to be the main point of contact for the student and family throughout their time at the school, and 3) to ensure that the student stays on the college ready trajectory. The mentor also conducts Personalized Learning Plan (PLP) meetings two times a year with each family to map out personal, academic, social emotional, and career goals for each student. The mentor will check in regularly using the PLP tool with each student to ensure they are on track to meet their goals, and will conduct interventions as necessary.

PLP is the tool at the heart of the GPS Family Time program. The PLP is the product of a goal setting process that each GPS student is coached through by his/her mentor. Each fall the mentor, student, and student's family meet for about an hour to develop the document. The PLP meetings are required, and every effort will be made on the part of the mentor to schedule time with the family. Our founding principal and other members of the founding team had tremendous success conducting these meetings with families in our previous Summit schools. The school will make every effort to ensure these meetings happen; including, but not limited to: home visits, weekend times, after school, and whatever needs to be done to ensure this meeting happens. We will know our families well and will work with them to meet their needs. The PLP process starts with the end in mind: students and their family start in Kindergarten by discussing and setting goals for what type of life they envision for themselves. What are your interests? What kind of things do you love to do? How can you build skills for job of the future? What qualities will they be known for? How will they give back to the world? How will they support their community? From these questions, goals are set that need to be met in order to achieve. Goals are then backwards planned to "what does your weekly schedule need to look like in order to meet your goals?" The PLP also pushes the student and family to set goals around Habits of Success, character strength development, healthy living, and family relationships. It is also aligned to the competency based progressions for both academic content and skills and Habits of Success.

Students will also have buddies that are either from within their family groups or from another family group. The purpose of the buddy is to provide support and to also forge close relationships with a student who is from a different background. Buddies will read together, do thematic projects together, and check in and help each other reach goals. Part of family group time will be dedicated to checking in with your buddy.

Purposeful Community Building

As part of our commitment to being a community based school, we will do thoughtful and purposeful community building with students and families, as an entire school community and in small groups. New students and families will attend orientation to acclimate them to the school. We will also do community building at All School Meeting daily, and regularly (at least weekly) in Family Time. There will be several other opportunities for community building in special school events like Expeditions of Learning (to present PBL final projects), ice cream or other socials, sporting events, school dances, fundraisers, family group socials, school and pod competitions and faculty/student competitions and more.

Community building is key to both our goals of diversity and teaching Habits of Success. In order to build a strong, heterogeneous, tight-knit community, our students must know each other well and be able to work in teams with students from all racial, ethnic, income, language, and educational backgrounds. Some samples of community building activities are team building activities, structured conversations where students and families get to know each other, and competitions between Family Groups.

We also may consider more structured, community groups where students create art or music together, or read together across grade levels and with facilitators and/or families.

In the later years, we will expect our older students (likely 5th grade onward) to be mentors for our younger students. These mentors will play a leadership role, be buddies to younger students to answer questions, and to be role models. They will also likely lead All School Meetings and other community building. Our newer students may also be assigned class buddies to help welcome them to the school. Finally, we may assign them as school leaders to give input into school decisions, and to do lunch and recess duty. We will provide training to our student leaders.

All School Meetings and Community Celebrations

Almost every morning, the entire school will gather as a community. One of the most powerful drivers of culture, community and academics in many high-performing schools is the all-school meeting. GPS will use the All School Meeting to create a positive, focused mindset for all community members. The meetings will be based on the meeting structure used at the Denver School of Science and Technology, KIPP schools, and the Expeditionary Learning Schools. The meetings are intended to be fun, positive, and to reinforce our values and cultural norms. All School Meetings will set the tone for greatness during the day with our students and in the later years, will be student led. Parents and community members are invited to attend, and participate when appropriate. Below is a list of typical events that may occur at All School Meetings:

- Celebrations of community and individual accomplishments (including failures)
- Stories and examples of Habits of Success in action
- Shout-outs and appreciations of fellow community members
- Student led community building activities
- Community activities such as singing, dancing, cooking, sports, art where families are also invited to attend

The All School Meeting will last for 10-15 minutes and will include highly structured routines for how to celebrate, shout-out, apologize, listen, and generally show high levels of support for all community members. Student led activities will obtain prior approval from facilitators and can be used as evidence of learning for projects or Habits of Success goals.

On several Fridays, we will end the week with a Community Celebration. Similar to the All School Meeting, this will include celebrations of growth, outstanding examples of the Habits of Success, shout-outs, and any other accomplishments or recognitions from the week. All community members, including families, are invited to attend.

Family and Community Partnerships

GPS believes that the entire school is collectively responsible for each student's success. Nowhere is this more relevant than family involvement and engagement in their student's learning. GPS plans to involve families in the following ways:

- *Family Orientation and Handbook*: Every new family will attend an orientation to acquaint them with school norms, policies, and expectations. They will also be provided with a handbook to use as a resource and a guide.
- *Family Commitment Agreement*: During family orientation, families will sign a commitment ensuring that they will be partners in their students' success. This includes a commitment to following the family handbook, homework completion, PLP goals, and on-time daily attendance (unless in case of illness).
- *Competency-Based Report Cards/Progress Tracking*: In conjunction with our competency model, and our SIS system, families will have access online to standards based report cards, so they can see exactly what content and skills students have mastered.
- *Personal Learning Plans*: All families will attend PLP meetings with their student and the student's mentor 1-2 times per year in order to create and follow up on academic, college and career and Habits goals. Goals will be recorded in the PLP (as outlined above).
- *Family Committees and Involvement in School Decision Making*: We will encourage families to create a committee and to have committee leaders bring up issues, have regular communication with school leadership, give input into decisions and regular events to stay connected. These committees may also spearhead family volunteering at the school.
- *Coffees or Evening with the Principal*: Families will be invited to attend a regular (likely monthly) informal coffee hour with the Principal to ask questions, learn more about the school, and address any issues.
- *Regular Communication with Facilitators*: Mentors will be the first point of contact for parents at the school. Families will be able to inform advisors of any issues at home or with the student, ask questions, and be able to monitor progress.
- *Student Information System (SIS)*: GPS will implement a comprehensive student information system, so that families have access to playlists and projects, and so they are able to track their student's progress in skills, content and Habits of Success. Community computers will be provided for parents without any access to the Internet or smartphones.
- *Family Workshops*: In later years, we will consider adding family workshops and training, particularly on aspects of the school model such as technology, and Habits of Success. These will also offer families a space to support each other and share resources and information.

- *Volunteer Hours and Engagement with the Charter School:* Because of our belief that family engagement is key to student success, parents will be encouraged to contribute a minimum number of volunteer hours to the Charter School. In addition to our regular community groups, GPS will provide a list of differentiated volunteer opportunities that will be flexible with parents' schedules. We will also strongly encourage and in fact welcome parents in the classroom to help tutor, read to students, and generally help out.
- *Family or Community Liaison:* We are also considering a role on the school leadership team of community liaison, to ensure the engagement of all families and to truly build a community based school.
- *Family Clubs and Organized Groups:* As part of our community based school, we will create several clubs where families and students can get to know each other and learn from one another. This may be community gardens, art groups, reading groups, dance groups, cooking groups or any other club that the community is interested in.
- *Community Events:* Parents will be invited to and often asked to help initiate or organize community events to engage the whole school community such as Exhibitions, All School Meetings, celebrations, fundraisers, and other community gatherings or activities.

Family and Community Partnerships: The Larger Community as the Classroom

Our notion of teaching and learning is broad. We realize that our families have a wealth of knowledge and skills that can be immensely helpful and enlightening to our students, and that the idea of school extends to the larger community. We hope that families can be involved and help teach with our facilitators in Expeditions, specifically on Fridays. A family member may come in and help with a project on the law, a project on gardens and food, or a project on design and building. We hope that the expertise of our family members can be extended to the larger school so that our students see that learning can happen anywhere, not just in school.

In addition to family involvement, we believe that the school should take advantage of all of the opportunities in the Sacramento area. GPS will work to build partnerships in the vibrant community. There are several partners that are experts in their field who we can work with to deliver high quality elective courses, and potentially services and support for social emotional learning and Habits of Success. GPS will also forge partnerships in the community to provide services, and Expedition opportunities.

Support Structures

In order to reach all students and ensure that all students are successful, GPS has several support structures integrated throughout the school model. Our data driven, personalized learning model allows facilitators to identify students who need extra help on a skill or standard, or conversely, who need extension.

Personalized Learning with Intentional Groupings

Our data driven, personalized learning model allows facilitators to identify students who need extra help on a skill or standard and enables them to do intervention and/or re-teaching. Via the PLP and data, teachers will be able to identify regularly which students need to work on which competency based standards, content and skills and assign students to a rotation. Facilitators will pull students in small groups for remediation, intervention, Habits of Success teaching, or extension. Students are able to work at their own path and at their own pace in our personalized learning and self-directed learning environment, and teachers can assign online adaptive programs or customized playlists for both remediation and intervention.

Before and After-School Programming

As part of our personalized design, there will be after school programs for students that need more time. Based on student needs, they will stay after school accordingly to catch up and will receive targeted support from our staff. In addition, we will create an after-school enrichment program to support learning. Students may come before school or stay after school to work on their personalized learning plans.

Friday Programming

As detailed in our description of a typical day below, Fridays may be used for teaching Habits of Success, small expeditions and intervention. Students will be placed in a rotation based on what their needs are that week.

Extended Time during Expeditions

As we are continually tracking progress of students in alignment with our competency based learning progression, we will easily be able to identify students who will need extra time and support to reach mastery and/or their academic and Habits of success goals. Some students may be assigned to an academic expedition in order to receive remediation, intervention or extra support.

Additional Instructional Strategies

While working with small groups, during remediation or extension, or during PBL time, teachers may also employ the following research based strategies.

Direct Instruction: is defined as the teacher presenting the lesson and students demonstrating their new skills or knowledge individually or chorally. It is also an important strategy for ensuring that new vocabulary and curriculum content is learned. GPS may use a gradual release method (I do/we do/you do). As explained by Douglas Fisher and Nancy Frey of San Diego State University, the gradual release of responsibility model “emphasizes instruction where advisors guide students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise.”

In the GPS model, most (if not almost all) direct instruction is being replaced by adaptive tools and teacher playlists during personalized learning. However, a team may also employ direct instruction during small group time, especially in order to teach vocabulary, or to reteach a concept or skill or to provide additional support in order for students to reach mastery. Direct Instruction is also an important tool for teaching students the skills, methods and strategies they will need to successfully complete independent work or small group work. For example, in the earlier grades, teachers will need to explicitly teach proper norms, expectations and behavior around technology, or what to do when they get stuck during self-directed learning time.

Complex Instruction: is a specific form of group-work that evolved from over 20 years of research at the Stanford School of Education. The goal of this instruction is to provide academic access and success for all students in heterogeneous classrooms by using multiple ability curricula and specific instructional strategies, including the treatment of status problems to equalize group interactions. Generally, there are four students in each group. In most cases the students are in mixed ability (or mixed preparation level groups). Tasks are designed so that all students in the group will have multiple access points into the curriculum. Group members are also assigned specific roles within the group (i.e., facilitator, recorder, materials manager, and timekeeper). All students are responsible for an individual summative assignment or product at the end of the task to demonstrate their own learning from the experience. The advantages to students with Complex Instruction and group-work in general, are in learning how to work well in

teams, communicating ideas to others, and helping others understand ideas, and better understanding complex processes and ideas by listening to, and working with students who approach tasks in ways different than their own. This is key for teaching Habits of Success. Complex Instruction will most likely be employed during PBL time.

Typical Student Day

The day will start with All School Meeting or Family Groups, and then close with Family Groups in a Closing Circle. On some Fridays, we will close with a Community Celebration.

Every day, students will have Personalized Learning and PBL. Students will stay with their pods.

Students will be in multi-grade level heterogeneous groups for **PBL** with a facilitator. These groupings will be multi-grade/ages. Whenever possible, we will have long-term projects that make connections across all four subject areas.

Students will have **Personalized Learning** time daily, and will be working independently, often based upon interests or passions. Students will rotate through play based stations, playlists on computers, online adaptive learning, small groups with facilitators, recess and then a rotation that consists of art, music, or PE. Facilitators will also be pulling students in small groups for remediation, intervention, extension or readers’ workshop, writers’ workshop and close reading.

For specific instructional strategies, please see the subject area strategies and curriculum below.

Please see **Appendix I for a Typical Day for a Student.**

Please see **Appendix R for a Sample Annual Calendar.**

Instructional Minutes

	GPS	Required by District and State K	Required by District and State 1 st -3 rd	Required by District and State, 4 th -8 th
Total Minutes per year for grades K-8	67,500	36,000	50,400	54,000
Days of Instruction	180	175	175	175

Educational Program

ELA and Humanities: Balanced Literacy with Integrated Social Science

Curriculum

The GPS English language arts (ELA) curriculum is designed from the Common Core State Standards for English Language Arts & Literacy, as well Language Arts and the Common Core Standards for Literacy in History/Social Studies and Science, as well as the California History-Social Science Content Standards. GPS will core the disciplines of ELA and social science

because we agree with the assertion of the Common Core that when literacy and content are integrated, learning becomes more meaningful and authentic.

The English Language Arts program focuses on areas that research identifies as critical to the development of proficient readers and writers, namely phonemic awareness and phonics, fluency, vocabulary instruction, and instruction in reading comprehension. These elements are supported through GPS' *balanced literacy* framework. The pedagogical structures of this framework include explicit phonics instruction, guided reading, explicit vocabulary instruction, reciprocal teaching, shared reading, and writing workshop. Additionally, we are incorporating the teaching of social science into our ELA program, through shared reading and writing workshops, and through thematic readings supported by materials such as the Collect Interpret and Apply Units of Study (CIA), Core Ready Units, class sets of leveled informational texts, and Primary Phonics texts.

GPS will also continue to explore new curricula being developed to ensure facilitators have access to strong Common Core-aligned curricular resources. Balanced literacy instruction will occur throughout the day, including during PBL and PL.

Balanced Literacy

GPS' research-based balanced literacy approach balances instruction in explicit phonics and word study, shared and close reading, guided reading and reciprocal teaching, explicit English Language Development (ELD) instruction, and writing workshop.

The research of Snow et al. states that adequate progress in learning to read English (or any alphabetic language) depends on students:

- Understanding the structure of spoken words
- Having a working understanding of how sounds are represented alphabetically
- Exposure to frequent, regular spelling-sound relationships
- Sufficiently practicing in reading to achieve fluency with different kinds of texts
- Having sufficient background knowledge and vocabulary to render written texts meaningful and interesting
- Gaining control over procedures for monitoring comprehension and repairing misunderstandings
- Continuing interest and motivation to read for a variety of purposes
- Using reading to obtain meaning from text, and
- Having frequent and intensive opportunities to read and write

We will employ a balanced literacy system to meet these criteria.

Fitzgerald identifies three principles of a balanced literacy approach:

- First, teachers develop students' skills knowledge, including decoding skills, their strategy knowledge for comprehension and responding to literature, and their affective knowledge, including nurturing students' love for reading.
- Second, teachers integrate instructional approaches that are seemingly oppositional such as, phonics instruction and reading workshop. Effective teachers blend perspectives to strategically balance a variety of methods and contents, rather than strictly adhering to one perspective or another.
- Third, students read a variety of reading materials from trade books to leveled books with controlled vocabulary and basal reading textbooks.

Our Balanced Literacy program, which combines explicit teaching of phonemic awareness, phonics and spelling, as well as differentiated guided reading, content-integrated shared and

close reading, and multiple opportunities for writing, ensures that students are well on the path to reading proficiently. The end goal of our Balanced Literacy program is to develop lifelong readers and writers. Simply put, we aim to equip students with the specific literacy skills that will allow them to be successful in high school, college and career.

Our personalized learning and self-directed learning programs allows us to give multiple opportunities for writing, explicitly teach vocabulary, phonics, and grammar through online programs, in order to free up facilitators time for close reading, readers and writers workshop, targeted assessment and intervention. The following strategies below will be taught during our either during PBL time or Personalized Learning time, either in small group instruction, or via playlists or online adaptive instruction.

The chart below summarizes our Balanced Literacy approach:

Level	Strategies	When Used	Proposed Curriculum and Programs
Level 1 (~K-1st)	Online Adaptive Instruction and Programs	<ul style="list-style-type: none"> Personalized Learning 	Raz Kids Headsprout Core5 Flocabulary
	Phonics and Word Study	<ul style="list-style-type: none"> Small Group instruction 	SEED
	Guided Reading	<ul style="list-style-type: none"> Small Group Instruction 	Lucy Caulkins
	Shared and Close Reading	<ul style="list-style-type: none"> Small Group Instruction 	CIA Units Core Knowledge
	Fluency Instruction	<ul style="list-style-type: none"> Small Groups 	Reader's Theatre
	Explicit Vocabulary Instruction	<ul style="list-style-type: none"> Online Adaptive Programs and Playlists Small Group instruction PBL 	Words their Way
	Writers Workshop	<ul style="list-style-type: none"> Small Group Instruction during PBL and Personalized Learning 	Lucy Caulkins Write Institute Teachers College Writers Workshop 6 +1 Core Ready Handwriting Without Tears
	Centers/Dramatic Play	<ul style="list-style-type: none"> Personalized Learning 	Tools of the Mind Core Knowledge
	Playlists	<ul style="list-style-type: none"> Personalized Learning 	Teacher Curated Materials

Level 2 (~2nd-4th)	Online Adaptive Instruction and Programs	<ul style="list-style-type: none"> Personalized Learning 	Raz Kids iReady Accelerated Reader Reading Assistant No Red Ink Headsprout
	Phonics and Word Study	<ul style="list-style-type: none"> Small Group Instruction during Personalized Learning and PBL 	SEED
	Guided Reading	<ul style="list-style-type: none"> Small Group Instruction during PBL, Personalized Learning 	Lucy Caulkins
	Shared and Close Reading	<ul style="list-style-type: none"> Small Group Instruction during PBL, Personalized Learning 	CIA Units Core Knowledge
	Explicit Vocabulary Instruction	<ul style="list-style-type: none"> Online Adaptive Programs and Playlists Small Group Instruction PBL 	Words their Way
	Writers Workshop	<ul style="list-style-type: none"> Small Group Instruction 	Lucy Caulkins Write Institute Mimeo Teachers College Writers Workshop 6 +1 Core Ready
	Centers/Dramatic Play	<ul style="list-style-type: none"> Personalized Learning 	Tools of the Mind Core Knowledge
	Fluency Instruction	<ul style="list-style-type: none"> Small Groups 	Reader's Theatre
	Playlists	<ul style="list-style-type: none"> Personalized Learning 	Teacher Curated Materials
	Independent Reading and Writing	<ul style="list-style-type: none"> Personalized Learning 	Books at Various Lexile Levels Raz Kids NewsELA Achieve 3000
	Project Based Learning	N/A	Read Think Apply EngageNY High Tech High Expeditionary Learning Schools

Level 3 (~5th-8th)	Online Adaptive Instruction and Programs	<ul style="list-style-type: none"> Personalized Learning 	Accelerated Reader No Red Ink
	Guided Reading	<ul style="list-style-type: none"> PBL and Personalized Learning 	Lucy Caulkins
	Literature Circles	<ul style="list-style-type: none"> Personalized Learning PBL 	Teacher Curated Materials
	Fluency Instruction	<ul style="list-style-type: none"> Small Groups in PBL 	Readers Theatre
	Independent Reading and Writing Practice	<ul style="list-style-type: none"> Personalized Learning 	Books at Various Lexile Levels RazChildren NewsELA Accelerated Reader Achieve 3000
	Socratic Seminars, discussion, debates	<ul style="list-style-type: none"> PBL 	Teacher Curated Materials
	Explicit Vocabulary Instruction	<ul style="list-style-type: none"> Online Adaptive Programs and Playlists Small Group Instruction PBL 	Teacher Curated Materials Summit Public Schools curriculum
	Writers Workshop	<ul style="list-style-type: none"> Small Group Instruction 	Write Institute Mimeo Teachers College Writing Workshop 6+1 Core Ready
	Playlists	<ul style="list-style-type: none"> Personalized Learning 	Teacher curated materials
	Project Based Learning	N/A	Stanford: SHEG EngageNY History Alive! Summit PS High Tech High

We will be a laboratory for new ideas and approaches. We will continually look for new curriculum that can improve the educational experience for our students and the professional experience for our facilitators. As we pilot new curriculum, we will closely evaluate its effectiveness and focus on what works.

Vocabulary Instruction

Vocabulary instruction is foundational to students' ability to comprehend text. When students struggle with the meaning of words in the text and have no strategies for determining what they mean, comprehending the text becomes limited. Students need both explicit instruction in specific word meaning, as well as effective strategies to attack unfamiliar words. They need

explicit instruction in the various tiers of vocabulary, particularly academic vocabulary that have generalizable uses across disciplines (tier 2 words). As with instruction of comprehension strategies, vocabulary strategies are effectively taught using the transactional strategy model, on which the instructor gradually releases more of the responsibility of employing a particular strategy to the students.

Over the past several decades, research has repeatedly identified vocabulary knowledge as a critical and powerful factor underlying language and literacy proficiency, including disciplinary literacy. Explicit and strategic teaching of vocabulary as well as pre-teaching vocabulary prior to students reading a text, supports deep reading comprehension, as well as writing proficiency. It is also key for the success of ELs.

Biemiller and Boote found that while re-reading stories improved students' understanding of word meanings by 12%, an additional 10% gain occurred when word explanations were taught directly during the reading of the storybook. This research suggests that teachers introduce more rather than fewer word meanings during read-alouds, stating that increasing the oral vocabulary of K–2 students by 400 word meanings per year leads to increased reading proficiency.

Nash and Snowling's research found that using a contextual approach to instruction produced greater vocabulary gains than lessons that emphasized learning word definitions alone. Additionally, application and extension activities that allow students to use the new words increase learning and vocabulary acquisition. Furthermore, scaffolding questions, that is, moving from low-demand questions to high-demand questions along Bloom's taxonomy, promotes greater gains in word learning.

To respond to the implications of this research, we will employ and enhance Marzano's six-step process to provide direct instruction on tier two words that are critical to new content for the most powerful learning. The six steps include:

1. Provide a description, explanation, or example of the new term. Teachers model and explicitly define the new word
2. Ask students to restate the description, explanation, or example in their own words
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase
4. Engage students periodically in activities that help them add to their knowledge of the terms
5. Periodically ask students to discuss the terms with one another
6. Involve students periodically in games or online programs that allow them to play with terms

As detailed in the chart above, explicit vocabulary instruction will take place using both online programs and playlists, as well as in small groups during PBL or PL.

Explicit Phonics and Word Study

GPS will facilitate instruction on explicit phonics and word study, along a competency based progression.

In level 1 we will teach explicit phonemic awareness. In level 2 we will teach explicit phonics, potentially differentiating instruction. In level 3, we will engage students in word study. We anticipate using resources such as Words *Their* Way toolkit to support instruction in this area. The Basic Phonics Skills Test (BPSTIII), Concepts About Print, and Primary Spelling Inventory (PSI), will enable teachers to differentiate early reading and phonics instruction and to monitor progress.

Phonemic awareness and phonics instruction are critical initial building blocks to decoding words. The National Reading Panel found in 2000 that phonemic awareness instruction “. . . exerted strong and significant effects on reading and spelling development.” We are considering using resources such as the modified SEED curriculum to explicitly teach the sounds letters make, and create opportunities for students to hear the sounds, identify them and manipulate those sounds. Students engage in instructional activities that develop phonemic awareness such as phoneme isolation, phoneme deletion and addition, segmenting, rhyming, and blending phonemes.

Systematic phonics instruction was identified by the National Reading Panel as an essential component of reading instruction. Connecting the sounds, or phonemes, to spellings is the goal of phonics instruction. Through phonics instruction and morphology students learn that the spellings in English are predictable and logical with only four percent of words being true oddities. As students are explicitly taught the sound-spelling correspondences, they practice decoding in controlled texts during independent and guided reading. These texts ensure that students are able to systematically practice what they have learned.

Both phonemic awareness instruction and phonics instruction rely heavily on the explicit direct instruction model of teaching. The direct instruction model gradually releases the cognitive responsibility to students, a process which we colloquially refer to as “I do, we do, you do.” Through activities such as sound-by-sound blending and dictation, facilitators will introduce content and model for students in small groups. Through a gradual release of responsibility, students engage in guided practice and independent practice. As best practice in personalized learning, students who need more support, either in the form of re-teaching or guided practice, work in a small group with the reading teacher while other students complete their independent work.

In later levels, students will move from explicit phonics instruction to word study, in which teachers provide students with opportunities to investigate and understand the patterns in words. Students learn that spelling patterns exist, such as syllable patterns, suffixes, and Greek and Latin roots, and that these patterns help to explain how to spell, read, write, and understand words. It also develops students' abilities in phonics, word recognition, and vocabulary. Word study is also designed to build word knowledge that can be applied to both reading and spelling.

Shared Reading and Close Reading

Proficient readers construct meaning from text. The act of constructing meaning is:

- *Interactive*: It involves not just the reader but also the text and the context in which reading takes place
- *Strategic*: Readers have purposes for their reading and use a variety of strategies and skills as they construct meaning
- *Adaptable*: Readers change the strategies they use as they read different kinds of text or as they read for different purposes

To ensure that all students meet these criteria for proficiency, we are considering Read Think Apply to design and teach content-integrated thematic units. These units aim to deliver the content outlined by the California History-Social Science Content Standards, provide opportunity for high-level academic discourse in speaking and writing, integrate supports for English Learners (more on this in the ELD section below), engage all students with complex text, and address the Common Core standards in ELA.

These units focus on shared and close reading structures. Specifically, in grades K-2, much of the text will be delivered through shared reading experiences in small groups, in which all students read the same text with facilitator-provided scaffolds. In K we will start with Read Aloud strategies, with texts that are above grade level to learn content with the purpose of building listening comprehension and building oral language. During shared reading, tier two vocabulary words and specific English language functions are explicitly taught prior to reading, and teachers support students in reading the text and provide opportunities to engage in discussion on and writing in response to the text.

In grades 3-5, facilitators will implement close reading strategies, as promoted by the Common Core. During these structures, students engage in deliberate deep reading and analysis of complex text, using peer discussion and facilitator questioning to think critically and express ideas in speaking and writing. Students in these grades will employ strategies like the “6 signposts” to close reading defined by Beers and Probst’s *Note and Notice* framework. Additionally, resources such as the CIA Units of Study developed by Sarah Collinge will provide our 3-5 facilitators with explicit lessons and strategies to support these thematic units. For example, grade 4 students engaged in a unit on the Gold Rush might read, analyze, discuss and write about Scott O’Dell’s biography *Streams to the River, River to the Sea* and Murphy and Haigh’s historical nonfiction, *Children of the Gold Rush*. Or, grade 3-5 engage in a unit on wildlife, which extends to Sacramento lessons on city wildlife and history.

Research shows that throughout the early grades, reading curricula should include explicit instruction on strategies such as summarizing the main idea, predicting events and outcomes of upcoming text, drawing inferences, and monitoring for coherence and misunderstandings. Research by Barton and Billmeyer supports this, showing that “effective readers are strategic. They make predictions, organize information, and interact with text. They evaluate the ideas they are reading about in light of what they already know.” Additionally, “good readers of all ages engage in conscious, active comprehension strategies before, during, and after reading.”

Differentiation and Acceleration through Guided Reading

Guided reading, in which facilitators work with small groups of students at their instructional reading level, is an essential practice that supports struggling students and promotes equity. During this time facilitators will provide feedback and coaching to students as they attempt to apply strategies to comprehend text. Gradually facilitators give students more and more responsibility for performing strategies independently and evaluating their own performance. The ability to differentiate and personalize based on students’ reading proficiency and to match text and reader and task, provides powerful tools to accelerate reading proficiency levels. According to Irene Fountas and Gay Su Pinnell, during guided reading “some students will work on very basic reading skills such as word analysis and comprehending simple texts” while other students may be working on more advanced reading skills and strategies with increasingly challenging texts. In addition, “all students need instructional support so they can expand their competence across a greater variety of increasingly challenging texts.”

We are considering using Lucy Caulkins as the framework for planning and delivering differentiated reading instruction. Guided reading at GPS will be supported by leveled libraries that span all levels and genres, such as those provided by Scholastic. We will continue to assess and progress monitor via the Strategic Teaching and Evaluation of Progress (STEP) assessment. Guided reading will be included as part of our rotation block during PL and as part of PBL.

Fluency: Explicit Instruction and Practice through Repeated Reading

“Fluency, it seems, serves as a bridge between word recognition and comprehension. Because fluent readers are able to identify words accurately and automatically, they can focus most of their attention on comprehension...”

In order to be strong readers, students must read fluently. Reading fluency is characterized by accuracy, automaticity, and prosody. Students who read accurately are able to read with minimal errors. Students with automaticity spend very little mental effort on decoding and can attend to content. They typically are reading at a grade-appropriate rate. Students who read with prosody, read with expression that demonstrates comprehension of the text and are able to chunk unfamiliar text appropriately based on syntax and semantics.

Facilitators at GPS will ensure that all three fluency components are explicitly taught and practiced. Fluency instruction typically relies on modeling, particularly for automaticity and prosody instruction, followed by practice. Students who are struggling with accuracy will receive small group instruction using direct instruction methods in the problematic sound-spellings, and then practice blending or using multisyllabic blending routines as the need dictates. Students struggling with accuracy practice reading using controlled texts, until accuracy is no longer an issue. For students who are struggling with automaticity, instruction might include multi-syllabic blending or learning sight syllables. Students struggling with automaticity or prosody practice reading texts at their independent reading level. For students who are struggling with prosody, modeling and phrase cue is the main form of instruction. Students working on prosody often use Reader’s Theater to improve their ability to read with appropriate expression.

Personalized Learning

For our personalized learning time in ELA, we are considering the use of Achieve 3000, Raz Kids, Head Sprout, Reading Assistant, iReady, and Accelerated Reader for online adaptive instruction. These programs will be used at different levels of our competency based progression. Please see chart above for grade levels. These adaptive, web-based software provide informational texts to students at their individual instructional reading level, monitors for comprehension, and provides extension activities. Through this software, students receive personalized instruction to meet their needs and support them to accelerate reading proficiency.

Literacy Centers and Stations

During literacy centers, students will engage in a variety of activities, including literature circles, partner reading, reciprocal teaching, and extension activities. All of these strategies have been proven to improve reading and comprehension skills. They also give students time to practice with a partner, and provide a measure of accountability for reading progress. These are high leverage literacy activities that provide feedback to students.

Research shows that “readers need to read a lot because it is during the actual reading that they can practice all those complicated strategies and skills they are developing in unison...The only way to do this is to design interventions such that struggling readers engage in lots of text reading.” During literacy centers, all students spend time engaging in independent or partner reading practice. Literacy centers will take place during PL.

Reciprocal teaching is used to improve students’ ability to learn from text. In this method, teacher and students collaborate in learning and practicing four key skills: summarizing, questioning, clarifying, and predicting. The teacher’s role in the process is reduced over time. As students at GPS develop more reading independence, they also develop more independence in engaging in academic discourse around text. Extension activities include an emphasis on written responses to literature, in which students use writer’s notes and/or Post-Its to track their thoughts and ideas of the texts they are engaged in. This activity promotes student meta-

cognition and provides teachers with a data source and a tool for accountability. These literacy centers, in coordination with PL, and guided reading, will provide each student with a differentiated reading experience that effectively works to accelerate reading proficiency.

Writing Workshop

GPS students will be expected to write frequently, several times per week. In addition to many writing opportunities across all content areas, explicit writing instruction will occur daily through writing workshop. Writing workshop lessons will be aligned to the Common Core writing standards. Facilitators will deconstruct specific text types, and all students will receive differentiated feedback. In alignment with the Common Core, writing workshop will emphasize informative and persuasive writing, in addition to narratives, and the revision stage of the writing process. In the later years, students will be writing research papers, and persuasive, synthesis and expository essays. Students will receive differentiated feedback during writing workshop through guided writing groups and individual writing conferences during PL and PBL.

Writing workshops will include the following strategies:

- Explicit quick lessons on mechanics, process and craft of writing
- Units focusing on text types
- Workshop time for students to receive differentiated guided practice

The curriculum we are considering using for writing instruction will be provided by Lucy Caulkins. We are also considering the Write Institute, which includes an EL component and rubrics for assessment.

Listening and Speaking

Students will learn to use academic discourse to express their ideas, opinions and thoughts, using evidence to support them. Students will be provided with academic discussion stems and protocols to support their ability to engage in discussion with each other in small group and whole class settings.

Students will be explicitly taught the oral language they are expected to produce in their writing. Many standard oral language practice routines are integrated into the classroom to ensure that all students are practicing oral academic language on a regular basis. These routines may include: think pair share, talking sticks, lines of communication, give one get one, and discussion cards.

To further support oral language development for all students, GPS plans to provide through a combination of online adaptive programs and facilitator led small group lessons:

- Explicit instruction in vocabulary, front loading for ELs and opportunities to apply vocabulary strategies in authentic ways
- Explicit instruction of word structure (roots, prefixes and suffixes)
- Explicit instruction of reading comprehension strategies in authentic ways and opportunities to practice reading comprehension strategies
- Explicit instruction of writing strategies in a variety of genres
- Explicit instruction of conventions, and opportunities to practice and apply writing conventions in authentic ways
- Explicit instruction of oral response strategies, including the use of sentence stems and starters to strengthen academic English, and opportunities to use these strategies in authentic ways
- In the upper elementary and middle school years, explicit teaching of academic discourse through Socratic Seminars, debates, and discussions

See section on Supporting English Language Learners for more details.

Assessment

Each component of our Balanced Literacy program will have its own assessment program. The primary formative assessments will be the STEP Assessment to guide instruction and grouping. We will be administering the NWEA MAP in grades 3-5 to track growth and compare our growth against a national norm. We will also plan to implement Common Core based benchmark assessments designed internally to inform overall progress towards Common Core mastery.

As our multifaceted Balanced Literacy program will require a lot of support and collaboration, GPS intends to designate significant time towards pod level planning, data analysis on progress, and professional development. See professional development and data driven instruction sections above.

Middle School Program: Grades 6-8

The middle school program for the Humanities will be similar to the elementary school program in that it will still incorporate online adaptive instruction during PL, as well as playlists and independent practice during PL, and explicit vocabulary instruction in small groups, online and in PBL time. Facilitators will still pull students into small groups based on Lexile levels for remediation and extension. However, the middle school program will not include specific phonics instruction, unless necessary for remediation. Our grades 6-8 Humanities program will incorporate much more history and social science, and strategies to prepare students for high school and beyond such as:

1. Socratic seminars and discussions
2. Debates
3. Literature circles
4. Simulations of historical events
5. Explicit teaching of Geography (playlists and in PBL)
6. Historical thinking skills such as contextualizing, sourcing, corroboration, perspective, and cause and effect, based upon the Stanford History Education program
7. Continuation of research skills

Math

Curriculum

The mathematics program at GPS will focus on areas that research shows are critical to the development of both procedure and understanding, specifically multiple representations, side-by-side comparisons, decomposition and a systematic progression from concrete representation to the semi-concrete to the abstract algorithm. The National Mathematics Advisory Panel's (2008) review of the research indicates that ". . . the mutually reinforcing benefits of conceptual understanding, procedural fluency, and automatic (i.e., quick and effortless) recall of facts" are critical in mathematics instruction." GPS' Mathematics program will continue to integrate all of these researched-based facets of instruction. The goals are to have students actively participate and lead mathematical discussions, and be able to use academic language to explain their thoughts and processes, both orally and in written proofs.

GPS will implement a standards-based curriculum such as TERC or Eureka. We expect that we will use a combination of math curricula to ensure personalization and to ensure that students have a solid foundation in math skills, as well as conceptual math. Please see chart below for more detail.

Instructional Strategies and Materials

The primary focus of the GPS' mathematics program will be the development of a conceptual understanding of mathematics coupled with procedural fluency. This is approached using several very specific strategies:

- Small group instruction during PBL and PL
- Cognitively Guided Instruction (see description below)
- PBL
- Online adaptive programs
- Focus on relational thinking including the use of:
 - Decomposition
 - Bar models
 - Ten frames
 - Number lines
 - Build-It, Draw-It, Write-It
- Multiple representations and algorithms
- Math Manipulatives and Centers
- Math Fluency
- Side-by-side comparisons
- Justifying their thinking using academic language
- Engaging in classroom discussions about math
- Using appropriate syntax
- Students note-taking
- Implementing data-based mitigations

Personalized Learning

Math will be a key component of the rotational model. At this point, GPS is considering using DreamBox or ST Math, but we will continue to explore current adaptive math software and employ the one that works best for our students. Facilitators assign topics to students and can monitor/track student progress and program activity throughout, aligning work to students' areas of weakness and learning goals, as well as allowing students opportunities to practice the content at varying levels.

Small Group Instruction

In addition to adaptive online programs, students will also learn key math concepts during PBL and PL (small groups) using a competency based progression derived from a research-based understanding of how children learn mathematics, aligned to the Common Core. To create small group instruction, facilitators will consider using curriculum from TERC Investigations, Engage NY and Math for Context for Learning, which provide students with a combination of exploration and direct instruction on core concepts.

Small group instruction is also key to personalization. Facilitators can use this time for both remediation and extension.

Cognitively Guided Instruction

In order for students to have a deep and conceptual understanding of math, we will use Cognitively Guided Instruction (CGI) in PBL and in small groups during PL. This strategy and program combines both the basics and procedural skills with problem solving. It also combines students' "intuitive" knowledge of math with formal instruction. The Common Core explicitly focuses on mathematical practice standards in addition to content. This rotation helps students develop their ability to communicate, explain, analyze, defend, model and represent, look for patterns, attend to precision and leverage key math tools. Students build skills by grappling with

and discussing various ways of solving problems. A spiral of CGI problems forms the core curriculum, starting with mastering key counting skills (i.e. 1-1 correspondence, order irrelevance, accuracy etc....) and moving to a counting jar protocol to then solving a variety of problem types. Initially, problems are aligned to grade level standards; later, they spiral in higher-level problems to build students' critical thinking and mental flexibility.

See **Appendix S. An Introduction to Cognitively Guided Instruction.**

Math Centers and Manipulatives

Students also participate in individual or small group math centers planned by the math vacillators during PL time and potentially during PBL. These centers are designed to improve math skills across many domains and are differentiated to meet students where they are. For instance, a group of students may be working on their 1:1 correspondence by counting the number of tiles in a jar while others may be measuring the length of various objects using non-standard units (e.g. pencils).

Assessment

Our facilitators will us formative assessments including weekly quizzes, exit tickets, and performance tasks. We will also be implementing the NWEA MAP for grades 3-5 in Math and the CPAA for gades K-2, each administered two to three times a year to collect longitudinal data and to ensure we has a nationally-recognized and nationally-normed assessment. For PBL, we will use problem-based performance tasks and investigations based on inquiry questions. We may also include “math openers,” which are investigations to be used as a “hook” to open the unit and engage students, and “math closers” as performance tasks at the end of the unit.

The chart below summarizes our math program:

Level	Strategy	Time of Day	Curriculum
Level 1 (K-2)	Online Adaptive Programs	<ul style="list-style-type: none"> PL 	ST Math Dreambox ZEARN
	CGI	<ul style="list-style-type: none"> PBL 	TERC Engage NY Math for Context Learning
	Small Group Math	<ul style="list-style-type: none"> PL 	Singapore Math
	Math Investigations	<ul style="list-style-type: none"> PBL 	Singapore Math
	Math Manipulatives/Centers	<ul style="list-style-type: none"> Small Group Math PBL PL 	Singapore Math
	Project Based Learning (integrated with science)	<ul style="list-style-type: none"> PBL 	High Tech High EngageNY Summit Public Schools

			FOSS Science
Level 2 (2nd-4th)	Online Adaptive Programs	<ul style="list-style-type: none"> • PL 	ST Math iReady Dreambox
	Playlists	<ul style="list-style-type: none"> • PL 	Teacher Curated Content
	CGI	<ul style="list-style-type: none"> • PBL 	TERC Engage NY Math for Context
	Small Group Math	<ul style="list-style-type: none"> • PL • PBL 	Singapore Math
	Math Investigations	<ul style="list-style-type: none"> • PBL 	Singapore Math
	Math Manipulatives/Centers	<ul style="list-style-type: none"> • Small Group Math • PBL • PL 	Singapore Math
	Project Based Learning (Integrated with Science)	<ul style="list-style-type: none"> • PBL 	High Tech High EngageNY FOSS Science Summit Public Schools
Level 3 (5-8th)	Online Adaptive Programs	<ul style="list-style-type: none"> • PL 	Accelerated Math Alex TenMarks
	Playlists	<ul style="list-style-type: none"> • PL 	Teacher Curated Content Summit Public Schools
	CGI	<ul style="list-style-type: none"> • PBL 	TERC EngageNY Math for Context
	Small Group Math	<ul style="list-style-type: none"> • PL 	Singapore Math
	Math Investigations	<ul style="list-style-type: none"> • PBL 	Singapore Math
	Math Manipulatives/Centers	<ul style="list-style-type: none"> • Small Group Math • PBL 	Singapore Math
	Project Based Learning (Integrated with Science)	<ul style="list-style-type: none"> • PBL 	High Tech High EngageNY Summit Public Schools FOSS Science

Social Science and History: Humanities Model

In a 21st century world, students will need to think globally, function in a highly interconnected and multicultural world, and be able to recognize and apply multiple perspectives. We will integrate social science content into the ELA curriculum and create a Humanities model. Please see detailed description of the Humanities model below.

Curriculum

As of the time of this writing, the state of California is still unclear as to which content standards will be used for history and is in the process of determining new standards. Until the state makes a determination on new standards, we will continue to use the Common Core Literacy standards for social science skills as well as the CA Standards for History-Social Science for both skills and content. The team is investigating social science curriculum for elementary school and plans to use Stanford SHEG as well as History Alive! from Teachers Curriculum Institute in middle school.

Instructional Strategies and Materials

GPS History-Social Science program is designed to develop students' curiosity and awareness about the world around them, both past and present, while developing student mastery of key grade level content standards. Students construct their understanding of historical themes in theme related units in conjunction with ELA. Unit opener and wrap-ups, as well as in-class simulations and role-plays allow students to gain deeper insight into complex historical events.

The History-Social Science instructional program also focuses on the understanding of skills delineated in the standards, and has a focus on hands-on learning. Students are expected to interact with the concepts of History-Social Science and to learn the critical thinking skills necessary to engage in the inquiry and analysis prevalent in this field. For the students to become active participants in society, they must be able to function effectively in group settings, and to focus on problem solving, analysis, and content. Students see their peers within the school as their family, and their class as a team. The History-Social Science curriculum and its implementation feature reinforcement of the values of teamwork, citizenship, and collective goal attainment.

Students will read social science texts through guided reading and close/shared reading in ELA in order to learn the content. They will also incorporate social science thinking skills such as sourcing, contextualizing, cause and effect, and historical empathy via multidisciplinary and thematic units. Students will also be taught authentic skills of historians and social scientists such as research and analyzing primary source documents through their multidisciplinary projects. The team also identified a need to explicitly teach geography, especially where countries are in relation to each other as well as how geography relates to society, politics, religion, and economics.

Assessments

Students' mastery of key History-Social Science standards is assessed through a combination of formative and summative assessments that are standards-aligned. Social science will be assessed via the final products in PBL and potentially by a new CAASPP.

Science

Curriculum

In line with the integrated learning approach, science will be taught in an inquiry-based method integrating Math during PBL time. GPS science curriculum will likely be standards-based lessons from Lawrence Hall of Science's Full Options Science System (FOSS). Supplemental resources will be used, including non-fiction (or expository) Science texts within English Language Arts. Additional units will be developed when FOSS does not provide a unit to cover particular standards. The FOSS curriculum is tied to both the new Common Core standards, the California science standards, and the Next Generation Science Standards (NGSS). The Boston Public Schools have been developing curriculum maps for FOSS curriculum that focuses on integrating the Common Core standards in ELA. We are also investigating Quantum Camp, which is currently building Common Core aligned curriculum, and Mystery Science, and other PBL curriculum.

Instructional Strategies and Materials

Providing all students with hands-on science experiences that are appropriate to their cognitive stage of development and serve, as a foundation for more advanced ideas will be the central tenet in GPS Science instruction. Teachers will develop their science lessons around the FOSS curriculum while adhering to the California Science Content Standards, CCSS, and NGSS.

Facilitators may use the following instructional strategies:

- Cooperative learning groups
- Inquiry-based learning
- Hands-on scientific inquiry and fieldwork
- Applying the scientific method to questions about the world around them
- Researching related Science topics
- Writing research reports based on their findings
- Labs

Middle School Program

The Middle School science program at GPS will be similar to the elementary school program in that students will continue to have PBL time integrated with math. However, the middle school program will also incorporate specific science playlists during PL, sometimes in preparation for a science lab or project. We will also include lab work in preparation for high school science. The PBL time and playlists will also incorporate science based texts.

Assessment

Students' mastery of key science standards will be assessed through a combination of formative and summative assessments that are standards-aligned and taken from the FOSS curriculum, as well as Science projects and research reports that are embedded in PBL.

Student performance expectations will be assessed in multiple ways taking into consideration the Scientific and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts laid out in the NGSS. These practices will include but not be limited to students formulating a hypothesis, finding the logical connections among hypotheses, conducting experiments, developing and using models, and collecting and interpreting data.

Visual and Performing Arts

Curriculum

The arts and music teachers will create curriculum based on best practices, and all of the art and music curriculum will align to both California and national standards for both visual and performing arts.

Instructional Strategies and Materials

The Visual Arts and music programs at GPS will consist of two parts: to provide explicit arts and music education and to integrate and infuse the arts and music into the curriculum and project based learning experiences where possible and authentic, in order to augment skills and concepts. Facilitators will integrate the arts and music into content areas where applicable, and for the art and music rotation to teach the “hard art” skills. For example, the music facilitator would teach a specific music style of a time period while the PBL facilitator might infuse the songs of that time period into a unit.

In the arts and music classes, students will be given specific visual arts and music instruction based on the California and the National Arts standards, and the Common Core map to the Arts. Our goal is that approximately once a week, both the art and music facilitators will provide specific skills, content and curriculum to students, which we believe should be applicable to their larger PBL learning activities. Art and music classes will take place during a weekly rotation. We will hire additional, part-time art and music facilitators to teach these courses.

Additionally, we are considering partnering with local art and theatre organizations to bring performing arts to our students during Expeditions. Performance-based classes give students special opportunities and experiences that can build self-confidence, self-reliance and collaborative skills. Students learn that they can stand up in front of a group and give a speech or sing a song. They participate in defining and achieving goals as members of a well-trained, well-prepared team.

See **Appendix T. National Core Art Standards.**

Assessment

Student artwork and musical performances is the assessment. Student work will be assessed through direct observation of student artwork and performance, including a student’s development over time and their application of form and content taught. Students may participate in discussions analyzing works of art and connecting art to the themes of study, or they may study the music of a time period, learn different music styles, write songs, or perform a piece. Together, these modes of assessment take into account a student’s artistic ability, as well as their comprehension and enjoyment of the visual arts and music. We hope that our larger project based learning assignments will include an art or music component in the final project.

Physical Education

The Physical Education program focuses on sports-related activities and exercises to enhance physical fitness as well as after-school sports programs in middle school. Students develop competency in a variety of sports techniques, develop motor skills and coordination, and learn different strategies for different sports. The physical education program teaches students the essential skills for a variety of sports, beginning with the motor skills necessary and then

building on those skills with the ultimate goal of students engaging in the sport itself. We will hire a part-time facilitator to teach this course.

GPS believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. The physical education program therefore focuses on improving the physical and mental health of the students as well as on building an understanding of and appreciation for collaboration and shared outcomes through structured recreational activities.

Students will set goals for physical and mental health along with their goals for Habits of Success, academics, and career. As much of student population at GPS may face significant challenges with toxic stress and obesity.

GPS' health, wellness, and life skills program form the components of a Coordinated School Health Program (CSHP) as outlined by the Center for Disease Control (CDC). Respectively, the program seeks to:

1. Systematically provide students with increasingly sophisticated health related knowledge aimed to motivate and support students to maintain and improve their health;
2. Identify and promote environmental factors that increase the wellbeing of staff and students, and identify and mitigate environmental factors that negatively affect the school community; and
3. Develop emotional awareness, conflict resolution techniques, high-self-esteem, and self-control. Our PE program will be closely linked with students' PLP as well as the Habits of Success program.

Curriculum

GPS' PE program is designed to provide students with the tools and knowledge to be healthy both physically and emotionally for the rest of their lives. The physical education (PE) curriculum will be developed by the GPS facilitators in line with state and national standards. Fitness will be emphasized over sports skills and athletic ability.

The PE program will follow the National Standards & Grade-Level Outcomes for Elementary School Physical Education as provided by the National Association for Sport and Physical Education. The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity.

Instructional Strategies and Materials

The Physical Education program focuses on sports-related activities and exercises to enhance physical fitness as well as after-school sports programs in the later years. Students develop competency in a variety of sports techniques, develop motor skills and coordination, and learn different strategies for different sports. The physical education program teaches students the essential skills for a variety of sports, beginning with the motor skills necessary and then building on those skills with the ultimate goal of students engaging in the sport itself. GPS will include the following in its physical education program:

- Stretching
- Aerobic activity
- Explicit instruction of skills outlined in CA grade-level content standards, with opportunities to practice and apply these skills in authentic ways (e.g., during a soccer unit, basketball unit, etc.)
- Explicit instruction of vocabulary (e.g., "dribbling," "foul," etc.) with opportunities to practice and apply these words in authentic ways

- Incorporation of explicit strategies to build students' collaboration skills and sportsmanship
- Explicit focus on developing a healthier body (e.g., through goal-setting, readings on health/nutrition, increasing exercise time, etc.)
- Developing skills and strategies to both recognize the signs and reduce the effects of stress on the physical body

GPS believes that competency and excellence in athletics can lead to confidence and mental well-being in life, and that team sports instill dedication and a sense of working for the collective good. The physical education program therefore focuses on improving the physical and mental health of the students as well as on building an understanding of and appreciation for collaboration and shared outcomes through structured recreational activities.

PE class will also assist students in recognizing the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction (Habits of Success). Additionally, many teachers use cooperative learning games to facilitate collaborative skills and positive sportsmanship. Students will engage in cooperative play that requires problem solving, decision-making, and game strategies. Students will be given opportunities to develop leadership skills while risk-taking within the safe environment of team activities. In addition, character education traits such as following rules, knowing equipment safety procedures, respect for others, sportsmanship, and self-discipline will be reinforced.

Assessment

GPS students will be assessed by the President's Physical Fitness test in grade 5. The goal is for all students to score at or above the 85th percentile in all five areas tested.

Technology

Technology offers many tools to support high academic achievement and to support our goal of creating Innovators and Agents. Just as a calculator can assist with higher-level math equations, 21st century technologies should be utilized to achieve clear educational outcomes that are measurable, demonstrable, and non-technological in nature. Utilizing technology tools to enhance and improve instructional methods:

- Enhances individual achievement, self-directed and personalized learning through assessment technologies
- Enables facilitators and students to effectively collaborate with others
- Enables new forms of student research, inquiry and expression
- Builds higher order thinking skills by allowing students to interact with information in multiple ways
- Facilitates professional development opportunities and enhances instructional support, including the organization and distribution of teacher developed curriculum enhancements, mitigations, and small group instruction plans

Goals

- Students will use technology to help them meet their academic, Habits of Success and career goals
- All students will be able to use technology to effectively communicate, collaborate, and conduct research
- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive
- Students will learn basic keyboarding skills

Curriculum

GPS has numerous examples of K-8 scope and sequences that highlight the appropriate developmental progression children should make in gaining technological skills. In addition, we will use best practices from schools like Denver School of Science and Technology, Lazear (Oakland, CA), and Acton Academy (TX).

Instructional Strategies and Materials

GPS will explicitly teach the technology skills needed to be successful in PL, and PBL. In the later phases, we will use technology to enhance writing skills, including the use of peer and adult feedback, Google drive, and collaborative writing. We will investigate ways we can use video conferencing in our curriculum, especially in project based learning units, such as talking to a student in another country for a social science project, or talking to an expert to learn more about a science topic. Students will use technology authentically as part of project based learning to create products, such as blogging, research, fieldwork or applications, presentations and Web sites. We aim to infuse technology seamlessly throughout the curriculum, in many of the same ways that technology is now infused throughout our day-to-day.

As technology and in particular, educational technology, is continually evolving, we plan to regularly research new ways to integrate technology into curriculum and instruction as well as new tools and online curricula.

Assessment

Technology assessments will include both formative and summative assessments. Students will take quizzes during units to help them gauge their own learning and to enable the teacher to adjust instruction. Students will be expected to perform a series of computer tasks while the instructor watches. Grades 4 and 5 students will be expected to be able to type at least 25 words per minute with 98% accuracy. Students will be scored according to a performance rubric the students know and have practiced using. Technology is also integrated into the project based learning experiences as part of the process and product.

Sample Middle School Course Sequence and Curriculum

Grades	6th	7th	8th
ELA/Humanities	Humanities with a World History/Geography Focus	Humanities with a World History/Geography Focus	Humanities with a US History Focus
Math	Pre-Algebra	Pre-Algebra	Algebra I
Science	Earth Science	Life Science	Physical Science
Expeditions	Based on Course Offerings and Student Interests	Based on Course Offerings and Student Interests	Based on Course Offerings and Student Interests

Supporting All Students

Our experience and strong belief is that all children are able to excel and succeed if instruction is personalized, aligned and differentiated to their needs and designed to accelerate and individualize. Our personalized learning and self-directed learning programs are highly differentiated, and include targeted pull out sessions in small groups.

Therefore, the best way to support the great majority of special needs populations is through differentiated, scaffolded, and personalized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our other populations require to access the curriculum. Our Response to Intervention (RTI)-based interventions system (see below), in partnership with our comprehensive assessment system, supports special populations by providing them maximum interventions and supports through the general education program.

This approach allows students from special populations the opportunity and challenge to be considered part of the typical system at GPS. We believe this is appropriate and healthy for their self-confidence, and ultimately allows them to be able to reach higher academic and non-academic goals. It is important to note that this philosophy is not being used as a means for not providing great services to special populations. Rather, we believe that the strongest services for special populations must first begin with high quality supports for all students in general education classes, and that these supports, when executed well, provide a high level of support for the most at-risk student.

GPS will comply with all requirements pursuant to California Education Code and 47605(b)(5)(ii) including the development of school wide goals for all subgroups as applicable to the eight state priority areas identified in Education Code 52060(d) .

GPS will comply with all elements of the Local Control Accountability Plan, including the adoption of any templates required by the State Board of Education. See Element 2.

Tiered-Service Model and At-Risk identification

Response to Intervention

GPS has high expectations for all students and is committed to working with students who are not meeting outcomes to help them achieve at expected levels. We have a comprehensive assessment system designed to track and monitor student growth. This includes both summative and formative assessments (often daily) that track student growth and monitor their mastery of competency. Facilitators will use the assessment system to inform their overall planning, differentiate and personalize for specific children, and develop strategic small group lessons to accelerate growth. Please see data driven instruction section above.

RTI is a framework for providing comprehensive support to students and is not an instructional practice. It is a prevention-oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students. A goal of RTI is to minimize the risk for long-term negative learning outcomes by responding quickly and efficiently to document learning or behavioral problems and ensuring appropriate identification of students with disabilities.

We will use a RTI tiered framework, similar to the one used at Summit Public Schools, to provide aligned academic and social emotional approaches to prevent student struggles and

remedy existing gaps. RTI establishes criterion for decision-making around three tiers of services, with Tier 1 services implemented school-wide, and Tiers 2 and 3 targeting students who require additional services to succeed. The integrated, data-driven approach of RTI has been shown to be effective in enhancing student achievement school-wide.

A rigorous prevention system provides for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for long-term learning problems. This system includes three levels of intensity or three levels of prevention, which represent a continuum of supports. Many schools use more than one intervention within a given level of prevention.

- *Primary (Tier 1) prevention*: high quality core instruction that meets the needs of most students.
- *Secondary (Tier 2) prevention*: evidence-based intervention(s) of moderate intensity that addresses the learning or behavioral challenges of most at-risk students.
- *Tertiary prevention (Tier 3)*: individualized intervention(s) of increased intensity for students who show minimal response to secondary prevention.

In order to serve struggling students well, GPS must be able to identify them quickly and reliably. Each multi-grade level pod (see above) will have a team of educators, which meet every week. During this weekly meeting, the first agenda item will be to collect data from facilitators on students who are struggling academically or behaviorally. Students are identified who are 1) far behind, not meeting mastery in one subject area or are in danger of not meeting mastery in multiple subject areas, or 2) are having consistent behavior issues across classes. The team then moves students from Level 1 to Level 2 as needed. If a student is only struggling in one content area, the facilitator for that subject will meet with the mentor and the family. This process is done on a regular basis, no student will spend more than 4-6 weeks in a level if they are not being successful. Teams discuss student progress weekly. **As students move levels, the mentor and their family are notified of the move.**

If a student is still not responsive in Level 2, the team may then opt to move the student to Level 3 of the RTI tiered Service model. **When a student is moved from Level 2 to Level 3, an Intervention Meeting is scheduled.** The student’s mentor is notified, and the mentor arranges a meeting with the facilitators, the student, and the student’s family. This process continues as described above until the student is either successful, or they move to have more supports put in place until they eventually are successful in the model. The process is overseen by the pod facilitators.

Tiered Service Model for Response to Intervention

Tier	Type	Intervention	Resources
Tier 1			
1: General Education	Academics	Competency Based Progression	<ul style="list-style-type: none"> • Professional Development • Common Planning Time
1: General	Academics	Data Driven Instruction	<ul style="list-style-type: none"> • Common Planning

Education			<ul style="list-style-type: none"> Time Pod Team meetings
1: General Education	Academics	Personalized Learning Time	<ul style="list-style-type: none"> Small Group Instruction Online Programs Differentiated instruction PLP to support this
1; General Education	Academics	Differentiated homework (playlists) and projects	<ul style="list-style-type: none"> Common Planning Time
1: General Education	Academics	Project Based Learning: Projects Are “Chunked” and Scaffolded	<ul style="list-style-type: none"> Common Planning Time
1; General Education	Academics	Variety of Assessment Formats (Summative and Formative) Using Multiple Modalities	<ul style="list-style-type: none"> Common Planning Time Professional Development on Assessment and Data Driven Instruction
1: General Education	Academics	Revision and Redemption: Revise/Retake until Mastery	<ul style="list-style-type: none"> Pod team meetings
1: General Education	Academics	Explicit ELD Instruction and SDAIE/GLAD Methods	<ul style="list-style-type: none"> Explicit Professional Development for ELD
1: General Education	Academics/Habits of Success	Personalized Learning Plans (PLP)	<ul style="list-style-type: none"> Goal setting Weekly goal check ins Students work during SDL and PL towards their goals
1: General Education	Academics/Habits of Success	Family Groups	<ul style="list-style-type: none"> Daily Family Groups
1: General Education	Academics/Habits of Success	Habits Class on Fridays; Explicit Teaching of Academic Skills and Literacy and Social Emotional Learning	<ul style="list-style-type: none"> Explicit Professional Development Specific Habits of Success facilitators
1: General Education	Academics/Habits of Success	Facilitators Development Plans Linked to Family Groups, Habits and Goals	<ul style="list-style-type: none"> Professional Development Tied to Facilitators Plans
1: General Education	Habits of Success	Common Behavior Norms Throughout the School in Line with Habits of	<ul style="list-style-type: none"> Explicit PD on Common Behavior

		Success	Norms
Tier 2			
2: Additional General Education	Academics	After School Support	<ul style="list-style-type: none"> • Considering Outside Providers
2: Additional General Education	Academics	Clear System for Work Completion: Regular Check-ins with Mentors	<ul style="list-style-type: none"> • Common Planning Time
2: Additional General Education	Academics/Habits of Success	Pull Out Groups for Students Needing Intervention and Remediation in Academics and Habits	<ul style="list-style-type: none"> • Common Planning • Pod Team Meetings • Data Driven Instruction Time
2: Additional General Education	Academics/Habits of Success	Friday Personalized Learning Days for Students to Catch-up	<ul style="list-style-type: none"> • Common Planning Time • Pod Team Meetings • Data Driven Instruction Time
Tier 3			
3: Additional General Education outside of Regular Schedule	Academics	Academics Expeditions for Remediation	<ul style="list-style-type: none"> • Use of Data and PLP to Identify Students • Pod Team Meetings
3: Additional General Education Outside of Regular Schedule	Habits of Success	Additional Mentor Support	<ul style="list-style-type: none"> • Habits of Success Teachers
Tier 4			
4: Additional General Education Supports	Academics/Habits of Success	IEP or 504 Plan with Accommodations	<ul style="list-style-type: none"> • School Leadership Support • Special Education Teachers support General Education Teachers

4: Additional General Education Supports	Academics/Habits of Success	Intervention Plan (documented)	<ul style="list-style-type: none"> Pod team and mentor create plan School leadership Support
4: Additional General Education Supports	Academic/Habits of Success	Extensive Mentor Support	<ul style="list-style-type: none"> School Leadership Support Professional Development
Tier 5			
5: Special Education Supports	Academic/Habits of Success	IEP with Services	<ul style="list-style-type: none"> Contracted Resources as Required School Leadership Support Write Present Levels of Performance as needed
5: Special Education Supports	Habits of success	Counseling, Mental Health Services	<ul style="list-style-type: none"> Contracted School Psychologist Contracted Outside Mental Health Provider or County Mental Health
5: Special Education Supports	Academics/Habits of Success	Resource Support/Class	<ul style="list-style-type: none"> Professional Development
5: Special Education Supports	Academics/Habits of Success	Implement Modifications/Accommodations (Program and Curriculum)	<ul style="list-style-type: none"> Professional Development Contracted Therapists Speech and Language Therapist Occupational Therapy Hearing Specialists

As noted above, GPS will provide extensive support to all students in Level 1, 2, and 3. It is our philosophical belief that all students benefit most from being part of general education classrooms with their grade level peers whenever possible. We believe that high quality teaching and personalization incorporates most supports that are generally considered “additional supports” for struggling/at-risk students. For example, the PL and SDL will all be highly personalized with data and 1-to-1 laptops, and differentiated instruction via adaptive programs, play based learning or small group instruction. Or, Specifically Designed Academic

Instruction in English (SDAIE) “sheltered” strategies used for EL students in PBL or small groups, can help almost all students. In addition, the Expedition remediation and Friday PL days provide extended time for students who need it, and also allow for intensive small group academic acceleration support and extension. All of these supports would generally be considered part of a program to assist special populations in a traditional school; however, these are supports that are available to all students at GPS.

Family Involvement

In a review of the literature, the National Center for Family and Community Connections with Schools found that parent involvement has been shown to benefit students’ academic, behavioral, and social outcomes. We will work to promote active caregiver involvement both at the school-wide community level, and the individual student level. Processes are in place to enable family members to experience themselves as active participants in the education of their children. In some cases, this might include building bridges, by supporting leadership in establishing welcoming environments (family resource centers, communication in parents’ primary language, etc.) and events (weekly parent meetings, cultural performances, fairs, etc.), and working with active parents to serve as family liaisons and perform outreach work with the larger parent community. Based on the expressed need of the school community we will consider providing trainings and workshops for parents to address such topics as child development, positive parenting, and behavior management.

The program includes specific practices that support students not meeting mastery of skills or content:

- *Competency Based Progression*: Students will not move ahead in PL until they have mastered the concepts necessary.
- *A Personalized Learning Approach*: All students will have personal goals (academics, Habits of Success, career) created in conjunction with their families and mentors. This will include supports for struggling students outlined in the figure above.
- *Data Driven Instruction and a Data Cycle*: Using the adaptive learning and assessments in the PL, facilitators will know each child’s level, including what content they have mastered and what supports they need. Additionally, facilitators will administer internal and external (NWEA MAP, DRA) assessments to determine mastery and readiness levels. After each assessment, facilitators will identify gaps in skills and content mastery and develop instructional plans to address these gaps either as teams or individually. Facilitators will constantly engage in an inquiry cycle of data: pre-assess, teach, assess, and reteach.
- *Personalized Instruction*: During PL and as small group instruction, facilitators will have the ability to create personalized learning experiences and to give each student what s/he needs as appropriate to their readiness such as personalized playlists and goals for online adaptive instruction. They will also be able to specifically pull small groups of students, identified by data from assessments and online adaptive programs, for remediation and intervention.
- *Family and Community School*: Family involvement is crucial to student success. Families will be involved in all steps of the goal setting process, and be in regular communication with the mentor to ensure that the student is on track, to communicate what is happening at school and at home, and to be partners and participants in students’ learning. Please see family involvement section above.
- *An Extended School Day*: An after school program will be provided for students who need extra support, either by contracted out staff or from our own staff. School will be open early and stay open late for students to work on playlists or online adaptive programs.

- *Personalized Learning Fridays:* In our Friday rotation, there will be days set aside for students to do extra personalized learning and for teachers to pull students in small groups based on progress for academics and Habits of Success.
- *Remedial Support During Expeditions:* Any student falling behind will have extra hours of instruction to ensure that they master the standards.
- *Professional Development and High Quality Facilitators:* Our innovative professional development program will train and support teachers in teaching EL students, students with special needs and struggling students. Additionally, facilitators will have dedicated professional development time to discuss student progress, address concerns, and analyze the results of benchmark assessments and prepare for re-teaching based on a data cycle.

The most important systems for best supporting special populations and struggling students are identification and response to intervention. Struggling students must be identified quickly and accurately, and then effective responses to their struggles must be determined, delivered, and monitored with equal speed and accuracy.

Support for Students with Disabilities

A. Philosophy

Our experience and belief is that all children are able to excel and succeed if instruction is personalized, aligned and differentiated to their needs and designed to accelerate and individualize. Therefore, the best way to support the great majority of students who qualify for Special Education services is through differentiated, scaffolded, and personalized instruction in general education settings where children have access to appropriate content and concepts and are provided the support and modifications many of our other populations require to access the curriculum. Our robust RTI program will also work to identify and support Special Education students (see above).

B. Overview

GPS 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”).

GPS will be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). GPS shall consider membership in the El Dorado County Charter SELPA or another SELPA. Upon acceptance in the SELPA, GPS will provide the District evidence of membership. GPS’ application and acceptance as an independent LEA member of a SELPA shall not be considered a material revision to this charter. As an LEA member of the SELPA, GPS will receive state and federal revenues directly, in accordance with the SELPA’s allocation plan.

In the event that GPS does not gain membership in a SELPA for its first year of operation, it will by default be categorized as a “school of the district” for special education purposes pursuant to Education Code Section 47641(b), and will seek membership in a SELPA to commence in year two of operation. Under this scenario, for year one of operation, GPS expects it would enter into an MOU with the District related to the delineation of duties between the District and GPS (see

more information under the subsection below, “*Services for Students under the “IDEIA – GPS as a School of the District”*”).

GPS shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedure, and shall utilize appropriate SELPA forms.

GPS may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. GPS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

C. Services for Students under the “IDEIA” – GPS as an LEA Member of a SELPA

The following description regarding how special education and related services will be provided and funded is being proposed by GPS for the sole purpose of providing a reasonably comprehensive description of the special education program in the Charter Petition, and is not binding on the District. The specific manner in which special education and related services will be provided and funded shall be set forth in a Memorandum of Understanding (“MOU”), delineating the respective responsibilities of GPS and the SELPA. A copy of the MOU will be presented to the District upon execution.

GPS shall provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

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

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

Staffing

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

GPS will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. GPS shall ensure that all special education staff hired or contracted by GPS is qualified pursuant to SELPA policies, as well as meet all legal requirements. GPS shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to GPS students, including,

without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

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

Identification and Referral

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

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

Assessments

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

IEP Meetings

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

IEP Development

GPS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible GPS

students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

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

Interim and Initial Placements of New Charter School Students

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

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

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

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

Due Process Hearings

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

SELPA Representation

GPS understands that it shall represent itself at all SELPA meetings.

Funding

GPS understands that it will be subject to the allocation plan of the SELPA.

D. Services for Students Under the IDEA – GPS as a Public School of the District

*The following provisions are meant to summarize GPS Petitioner's understanding of the manner in which special education instruction and related services shall be provided by GPS and the **District if at any point GPS exists as a public school of the District for special education purposes** pursuant to Education Code Section 47641(b). The following mirrors the typical "industry standard" arrangement between a school district and a charter school and aligns with State and Federal law, which requires that students in charter schools receive special education and related services in the same manner as any other student in the District. The language that follows is not meant to unilaterally bind the District, or to preclude alternative arrangements between the District and GPS as agreed upon in a Memorandum of Understanding ("MOU").*

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

As a public school of the District, solely for purposes of providing special education and related services under the IDEA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, GPS seeks services from the District for special education students enrolled in GPS in the same manner as is provided to students in other District schools. GPS will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for

special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. GPS will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. GPS will request an annual meeting between GPS and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that GPS and the District have an ongoing mutual understanding of District protocol and to facilitate ongoing compliance.

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

The District shall be designated the Local Educational Agency (“LEA”) serving GPS’ students. Accordingly, GPS shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). GPS agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, GPS seeks services from the District for special education students enrolled in GPS in the same manner as is provided to students in other District schools.

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

Staffing

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

It is GPS’ understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs GPS that current District practice is for the individual school sites to hire site special education staff or the District and GPS agree that GPS must hire on-site special education staff. In that instance, GPS shall ensure that all special education staff hired by GPS is qualified pursuant to District and SELPA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by GPS (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the

hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

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

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

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

Identification and Referral

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

Upon the commencement of the Charter School's school year, all students may be evaluated as a means of class placement. No assessment or evaluation will be used for admission purposes. Through collaboration between the faculty and Principal, the Charter School will work to identify any students, who do not currently have an IEP but may be in need of a pre-referral intervention plan. Principal and faculty may then convene the Student Study Team for that student.

Students possibly in need of special education may be initially identified from already available data (i.e. school tests, teacher observations, grades, etc.) regarding the student's progress or lack of progress within the general education program.

For students who are identified as possibly needing interventions, a Student Study Team composed of the student, the student's parent or guardian, the Principal, and the student's mentor and/or other appropriate faculty will be responsible for identifying the student's needs and developing a plan to enable that student to be successful, including, but not limited to, the appropriate individual tutoring schedule, classroom modifications, strategies and techniques to enhance that student's ability to be successful. If the Student Study Team finds that the pre-intervention plan is not sufficient to meet the student's needs, they may recommend that student for a formal special education assessment. The Charter School may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate.

Parents will be informed that special education and related services are provided at no cost to them.

If a student enrolls at the Charter School with an existing IEP, the Charter School will notify the District. An IEP meeting will be convened by the District within 30 days to review the existing IEP, discuss the student's present levels of performance and needs, and offer an appropriate placement and services. Prior to such meeting and pending agreement on a new IEP, the Charter School shall work with its authorizer and/or SELPA to implement the existing IEP at the Charter School or as otherwise agreed by the parent/guardian.

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services the Charter School's internal method for referral for assessment will be the Student Study Team. The parent of any student suspected of needing or qualifying for special education services may also make a referral for an evaluation.

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

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

Assessments

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

IEP Meetings

In accordance with the role of the District and the District school sites, the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. GPS shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or GPS designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher (if Charter School employee as opposed to District employee); the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at GPS and/or about the student. It is GPS' understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate

administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide the notice of parental rights.

IEP Development

GPS understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team as led by the District, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

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

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District; the District shall be responsible for all school site implementation of the IEP. GPS shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, GPS shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for GPS' non-special education students. GPS shall also provide all home-school coordination and information exchange unless directed otherwise by the District. GPS shall also be responsible for providing all curriculum, classroom materials, and modifications and accommodations, unless directed otherwise by the District. GPS shall comply with any directive of the District as relates to the coordination of GPS and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local

plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. GPS shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. GPS shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-Discrimination

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

Parent/Guardian Concerns and Complaints

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

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

GPS and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and GPS shall comply with the District's decision.

GPS and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, Office of Civil Rights or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. GPS agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and GPS shall work together to defend the case. In the event that the District determines that legal representation is needed, GPS agrees that it shall be jointly represented by legal counsel of the District's choosing.

GPS understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is GPS' understanding that the District shall represent GPS at all SELPA meetings and report to GPS of SELPA activities in the same manner as is reported to all schools within the District.

Funding

GPS understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and GPS. GPS anticipates, **without binding the District to these terms** that based upon State and Federal law, the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at GPS' school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in a County Office of Education program, in a non-public school, at home, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from GPS the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at GPS site.

Contribution to Encroachment

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

Special Education Strategies

GPS is designed to meet the individual needs of each student and is well equipped to serve students with special needs effectively. The Charter School will offer a range of differentiated structures in the regular academic program to meet the unique needs of each student, build interventions and supports into the regular school day, and provide extra support to students during office hours before or after school.

The Charter School will aim to provide special needs students with what they need in the least restrictive environment possible, following an “inclusion” model where most services are provided in class. To this end, the Charter School may utilize strategies such as co-teaching, collaboration between Special Education teachers and core subject teachers, push-ins, and small group work, when appropriate to meet the needs of each student. Pull out classes may also be utilized when students need extra support. All services will be provided in accordance with the student’s IEP.

E. Section 504 of the Rehabilitation Act

GPS shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of the School shall be accessible for all students with disabilities in accordance with the ADA.

The 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 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 School.

A 504 team will be assembled by the Principal of a school and includes the parent/guardian, the student (where appropriate), the mentor, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student’s existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student’s disability and its effect upon the student’s education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those, which are designed to provide a single general intelligent quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills.
- The test results accurately reflect the student’s aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual or speaking skills.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education (“FAPE”). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the School’s professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student’s education, including substitutes and tutors, must have a copy of each student’s 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student’s file. Student’s 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

Support for Students Who Are English Learners

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high quality English instruction for English Learners (“EL”) is an issue of equity. GPS is committed to effectively serving children who are English Learners through a comprehensive approach to language instruction.

GPS will meet all applicable legal requirements for ELs as they pertain 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 requirements. GPS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Our Commitment to Language Diversity

English Learners are supported through a combination of differentiated and personalized instruction, small group instruction, a supportive school culture, and additional academic support as needed.

The goal of the GPS EL plan is to utilize high quality instructional programs and services for English learners that allow them, as quickly as possible, to master the same challenging competencies as native-English-speaking students. GPS will meet all requirements of federal and state law to provide equal access to the curriculum for English Learners. The school is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible. However, the school also recognizes the importance of valuing students' native languages, and will reinforce an appreciation for the cultures, customs, and languages of all its students through the school's core curriculum as it focuses on building lifelong learners and community engagement.

How Students Re-Identified as ELs

GPS will administer the home language survey upon a student's initial enrollment into the school (on enrollment forms). All students who indicate that their home language is other than English are CELDT-tested within thirty days of initial enrollment⁷ and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

GPS will notify all parents of its responsibility for CELDT⁸ testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing. The results of all testing will be reported and submitted to the District annually.

Parents will be notified of CELDT results within 30 days following receipt of testing results. All parents or guardians of students classified as English Learners will be notified in writing. Families will be informed of their rights, and they will be encouraged to participate in the reclassification process. The school will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

Re-Classification

The goal of the GPS EL plan is to utilize high-quality instructional programs and services for ELs that allow them, as quickly as possible, to achieve at the same challenging grade level standards as native English-speaking students. The school is dedicated to providing these students with an exceptional education, transitioning them into English proficiency as soon as possible.

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.

⁷ 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.

⁸ All references in the charter petition to the CELDT will be understood by GPS and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- 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.
- Reclassification will occur annually, in August, so that teachers and administrative staff will have access to all relevant data from the previous school year.

Students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language to the extent possible in order to encourage participation in the school. We will hire translation services as necessary for family and community meetings and publications.

Teaching ELs:

In accordance with the California Framework for ELA/ELD, GPS will be supporting its English Learners through a combination of integrated and designated English language development approaches and strategies. We expect that most of our ELs will be supported by the general education program, via our personalized learning, structured supports and teaching strategies. For students who need explicit ELD instruction, we are considering using Susana Dutra's Systematic ELD curriculum and framework. Facilitators will designate time for explicit ELD instruction as needed in small groups, in which students are grouped by English language proficiency level and curricular materials target specific language functions.

Integrated support of ELs weaves throughout the day, most notably during our Balanced Literacy program above, particularly the adaptive blended learning, guided reading, explicit vocabulary instruction, strategic shared and close reading instructional strategies, opportunities for academic discourse, and writing workshop. Our newcomers are supported by the explicit ELD time, balanced literacy approach and by immersion in the English language. Finally, ELs and especially newcomers are supported by PL time, where they will have adaptive online ELD instruction.

Dutra, S. and Moran, C. describe a well-designed approach to English language development (ELD) instruction throughout the day that includes: Systematic ELD, front-loading language for content instruction, and maximizing the "teachable moment."

Decades of research demonstrates that effective instructional experiences for English learners are:

- Interactive and engaging, meaningful and relevant, and intellectually rich and challenging.
- Value and build on home language and culture and other forms of prior knowledge.
- Are appropriately scaffolded with support such as visuals, processes, and specific instructional moves
- Build both language and content knowledge.

Research conducted over the past decade, in particular, has demonstrated the positive effects of focusing on domain-specific and general academic vocabulary with K-12 EL students, which supports our explicit teaching of vocabulary. Studies on genre-and-meaning-based approaches to literacy education with EL students in the US and internationally has demonstrated the effectiveness of teaching EL students about how language works to achieve different purposes in a variety of contexts and disciplines. These frontloading strategies are embedded at GPS in each project based learning experience as well as personalized learning, particularly through the explicit teaching of language functions and setting expressive and receptive tasks before shared and close reading activities.

GPS recognizes the importance of teaching academic English and discourse, as well as mainstreaming ELs as soon as possible and setting high expectations. This research has stressed the importance of positioning English learners as competent and capable of achieving academic literacies, providing them with an intellectually challenging curriculum with appropriate levels of support, apprenticing them into successfully using disciplinary language, and making the features of academic language transparent in order to build proficiency with and critical awareness of the features of academic language. The project based learning experiences as well as our balanced literacy program aim to support all learners, especially ELs, to access high text complexity and rigorous discourse in both speaking and writing.

Curriculum

English language proficiency is critical for our children. English proficiency in our society serves as a powerful gatekeeper, opening doors to opportunity for those who reach proficiency and limiting or closing doors to opportunity for those who do not. Access to high quality English instruction for English Learners is an issue of equity. GPS is committed to effectively serving children who are English Language Learners through a comprehensive approach to language instruction. In particular, our explicit ELD program may be guided by Susana Dutro's *Systematic English Language Development*. In the later years, we will also integrate SDAIE and GLAD strategies as we see fit.

In "Rethinking English Language Instruction: An Architectural Approach," Susana Dutro and Carrol Moran present a framework for English Learner instruction that is a student-centered, language-focused approach to planning and teaching. Designed to address one of the most significant tensions in second language literature, the debate regarding language acquisition versus language learning, the approach prioritizes saying, "yes" to both informal and formal language learning opportunities. Further, the approach takes into consideration another tension existing in the research, whether students should analyze language processes by looking at language as an object of study and seeking the patterns and rules of language, or by intuiting patterns and rules of language by engaging in purposeful language activity. Their comprehensive framework for English Learner instruction is based on three elements:

- A Blueprint for English Language instruction
- Features of Explicit Language Instruction that backwards maps language instruction from task analysis to instruction, explicitly building receptive and expressive language by connecting reading, writing, listening and speaking
- Effective program planning and teacher training

These strategies work to make language function explicit during content instruction, make vocabulary visible, comprehensible and relevant, and work to provide ELs access to the rigor demanded by the Common Core. They provide strategies on reading complex literary and

informational texts, providing access to and comprehension of rigorous academic content for our ELs. These strategies tie to GPS' balanced literacy framework.

Our approach to ELD emphasizes the following core tenants in implementation of practices to serve English Learners:

- Acquiring Reading skills in a second language (L2) is similar to the process of acquiring Reading skills in a first language (L1)
- Formative assessments are essential for gauging progress, strengths, and weaknesses and for guiding instruction
- EL students need increased opportunities to develop sophisticated academic English vocabulary
- It is important to assess students' prior knowledge and build background (content) knowledge before reading challenging text
- Academic English-Language Development (AELD) instruction cannot be separated from English Language Arts or other core content-area instruction
- Facilitators need extensive professional development and support in using curriculum materials effectively to teach academic English
- Facilitators academic English includes providing students with access to core curriculum, explicitly teaching them academic vocabulary and grammar, and including both content and language objectives for instructional planning and teaching
- EL students need multiple opportunities for structured, oral English-language practices about academic topics and text

To supplement Dutro's framework and integrate ELD across content areas, we also plan to incorporate aspects of:

- Specifically Designed Academic Instruction in English (SDAIE)
- Sheltered Instruction Model (SIOP)
- Guided Language Acquisition Design (GLAD)
- Results: Academic Language and Literacy Instruction (RALLI)
- Marzano's approach to explicit vocabulary instruction

Instructional Strategies

ELs are supported by the following strategies in our model:

- Personalized instruction via online adaptive programs and differentiated playlists, which is available anytime, and students' progress through the content at the pace that is right for them as determined by the mentor
- Mentoring: the mentor will help the EL student set language goals, monitor GPS and ensures that s/he can access the core curriculum
- Explicit Vocabulary instruction
- Developing Academic English
- Reading and Writing workshop in small groups
- Buddy time during PL for peer teaching and reading together
- Increasing "production" during PBL for academic discourse and writing, as well as hands-on activities
- Making what is visual, oral and vice-versa in all forms of communication with ELs
- Pod team collaboration: EL students (and other sub-groups of students) are regularly discussed to make sure they are making the appropriate progress
- Student interventions (see RTI section above)

During Project Based Learning, teachers will use Sheltered Instruction, which is an approach to teaching that extends the time students have for receiving English language support while they learn content subjects, while focusing on language skills. Facilitators scaffold instruction to aid student's comprehension of content topics and objectives by adjusting their speech and instructional tasks, by providing sentence frames and language focus for all levels of language proficiency, and by providing appropriate background information and experiences. Strategies that are effective with ELs can also be useful to other students, therefore we will use sheltered strategies throughout our curriculum and instruction. However, the ultimate goal is accessibility for ELs to content standards and concepts and skills while they continue to improve their English language proficiency.

We will also employ the following strategies as we see fit:

- Multi-modal instructional strategies (verbal and visual, verbal and kinesthetic)
- Teaching language functions (describe, ask questions, compare and contrast, summarize, etc.)
- Teaching linguistic elements (parts of speech, subject verb agreement, etc.)
- Access to and training on graphic organizers and academic literacy techniques (e.g., note taking or t-charts)
- Pre-loaded vocabulary and context
- Leveled readings
- Flexible groupings
- Reading aloud, partner readings, explicit instruction and modeling around reading strategies
- Frequent formative feedback and checks for understanding
- Repetition of key concepts in various ways
- Use of visual cues
- Written and spoken instructions delivered step by step
- Differentiated instruction based on demonstrated mastery
- Kagen learning strategies that help students process learning verbally (e.g., think/pair/share)
- Encouraging participation through allowing additional processing time (e.g., telling a student that they are going to be "next" in answering a question orally)
- Low-stakes corrective feedback not only around content but also around language use
- Explicitly pointing out reading and vocabulary strategies such as identifying cognates and breaking down homonyms and homophones
- Use of visuals that reinforce spoken and written words (e.g., word walls)
- Use of gestures for added emphasis
- Adjusting speech (e.g. speaking slowly, enunciating, repeating words or phrases, simpler syntax)
- Use of exaggerated intonations
- Using fewer idioms and clarifying the meanings of words or phrases in context
- Stress high frequency vocabulary
- Building background knowledge, especially for content that involves cultural, social or historical references
- Teaching the language of test questions that signal what kind of strategy or skill is being assessed
- Teaching the language of technology that is necessary for online programs, playlists or other methods for PL

Content facilitators will utilize the strategies outlined the California Framework for ELA/ELD as well as consider utilizing curriculum resources such as the CLRP English Language Learner

Support Guide which has differentiated sentence frames linked to language structures and tiered academic vocabulary lessons. The focus of the integrated ELD approach is on helping teachers make sound instructional decisions about students who are not proficient on benchmark assessments of grade-level content standards, with a particular focus on literacy and academic English language development for English Learners.

The ultimate goal is to help teachers increase the academic achievement of all their students across all subject areas, through developing competencies to effectively assess and teach the continuum of language skills, academic content knowledge, and instructional strategies that promote English language proficiency and academic success, incorporating a review of the California English Language Development (ELD) Standards, the English Language Arts and other content standards, and a link to instructional materials.

The school will maximize student opportunity to practice Listening, Speaking, Reading and Writing to accelerate the development of fluency in each of these areas.

Academic English Development

Academic English language instruction at GPS will also be based on the integrated ELD approach, and includes three parts: cognitive tasks, academic language, and proficiency. Academic language proficiency is a separate skill from everyday speech and writing. It is the language of texts, of academic discussion, and professional writing. Without it, students will not achieve long-term success in school and beyond. Formal, academic English is used to problem-solve, weigh evidence, and think critically. It is required to negotiate the dense-print paperwork associated with adult independence, such as: banking, healthcare, and property rental. Yet, once many students reach the Intermediate and Advanced levels of ELD, they no longer receive formal language instruction. When students learning English transition into core content courses, increased emphasis on subject matter knowledge allows little time for language instruction. This shift often leaves the Intermediate English learner orally fluent, but with critical gaps in language knowledge and vocabulary. Accessing prior knowledge and assuring student motivation and interaction is critical to assure student learning, but it is not enough. Academic English must be continuously developed and explicitly taught across all subject areas. In the later grades, GPS will ensure ELs are provided with Academic English language instruction so they can access core content. GPS will consider working with Jeff Zwiers, a mentor to our founder, and a senior researcher at Stanford University Graduate School of Education and the director of the Academic Language Development Network.

All faculty are trained in creating a classroom culture that allows for English learning to occur. All classrooms are evaluated on whether or not there is a culture of safety, which includes a safe space to take risks verbally, being supportive of learning new skills and content, and valuing the contributions of every member of the learning community. The goal is to maintain a low-level of anxiety for EL students so they can participate, develop and flourish.

Assessment

We are considering the use of the *ADEPT*, a valid and reliable oral language assessment instrument (aligned with the CELDT), to assess key forms, or grammatical structures, through carefully worded prompts that elicit student responses. It assesses both receptive and expressive English language proficiency at the first three levels (Beginning, Early Intermediate, Intermediate) and expressive proficiency at the fourth level (Early Advanced). We are

researching additional ELD assessments to provide ongoing data on student growth against the ELD standards. The assessments we are researching include the following:

- Santillana English Benchmark Assessments
- Ballard and Tighe’s IPT assessments
- CTB McGraw Hill LAS Links Online assessment

All of these assessments offer online assessment, strong reporting features for both administrative and classroom use, and are nationally normed. Since California is in the process of revising its ELD assessment, we are not as of yet formally committing to any given assessment but are conducting thorough analyses of these products and others so we can decide quickly once California’s ELD assessment direction becomes clearer.

Below is a summary of our programs we will use to support our EL students:

Strategy	Given to	Curriculum or Method	When	EL Students Are Integrated into Regular Classroom?
Balanced Literacy	All Students	See Above	PBL, PL: Small Groups for EL If Necessary	Yes
Explicit Academic Language Teaching	All students	See Above	PBL, PL	Yes
Personalized Learning	All Students	See Above	PL Time, Based on CELDT ILvel	Yes (Although Working Independently)
RTI	All Students	See Above		Yes
Online Adaptive Instruction	All Students	See Above	PL: Specific Programs for EL Students	Yes (Although Working Independently)
Sheltered Instruction	All Students	See Above	PBL	Yes
SIOP (immersion)	EL Students	See Above	Most of the Day	Yes
Explicit ELD Instruction	EL Students	Systematic ELD (Dutro)	Small Group Instruction (PBL and PL), Based on CELDT Level	No
Other EL Strategies (GLADD, etc.)	EL Students	See Above	As Needed	Dependent

Staffing

GPS will make every effort to recruit and hire teachers for our ELL population. This effort will focus on hiring teachers who are CLAD and if possible, BLCAD certified and will place a special emphasis on teachers who speak the predominant languages of those spoken by EL and students, as well as hiring for all areas required by the California Commission on Teacher Credentialing (CTC). This will allow education staff to provide stronger instruction as well as

better enable the school to communicate with parents. If we have over 21 EL students, we will create an ELAC.

Ongoing Evaluation

We will regularly assess our EL students formatively using teacher created assessments and online adaptive assessments. Pod level teams will meet weekly to address any EL students of concern. (Please see RTI section above for more information). We are considering using ADEPT for formative assessments for EL students (see above) in addition to the yearly state assessment (CELDT or other).

Please see **Appendix U. Rethinking English Language Instruction.**

Strategies to Support Academically Low Achieving Students

It is the mission of GPS that all students will be provided with a high-quality, rigorous and personalized education, including being prepared for a college preparatory high school. There are no exceptions for this mission: it is our belief that it is the adult's responsibility to coach and inspire every student to achieve this goal. In order to be successful with all students we must be especially thoughtful about how to support the most at-risk learners and gifted students. Students will be considered to be struggling and at risk if ongoing assessment results indicate a lack of skills mastery and/or lack of proficiency in the core content. Because GPS intends to educate a diverse population of students, the school will offer several supports to struggling learners. See above sections on Support Structures and Additional Instructional Strategies for more information on how we support low achieving students and include parents.

Supporting Socioeconomically Disadvantaged Students

GPS is geared specifically to meet the needs of socioeconomically disadvantaged students. Socio-economically disadvantaged students are identified through their participation in the Free and Reduced Lunch program. We will provide the structural, programmatic, and curricular elements outlined in this application to enable teachers to bridge their students' academic gaps and reach our academic achievement goals at all grade levels, regardless of socioeconomic status.

Our key focus on literacy, as well as on math skills, and our personalized learning program are geared to assist students who may enter GPS from high poverty areas of Sacramento, who may not have been provided with the resources or opportunities to learn these early skills or who may not have received early childhood education. Our explicit teaching of Habits of Success and social emotional learning is designed to help children who experience toxic stress and poverty. The curriculum specifically works on academic literacy, making healthy and responsible decisions, and providing skills for students to be successful in college and beyond.

GPS will analyze assessment results to ensure we are meeting the needs of this targeted population. Any student who is not meeting the "minimum speed limit" on the competency based progression will be identified for additional support. For individual students needing additional support, we will create and implement a plan via their PLP. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we will revise our curriculum, instructional methods, and student support services as necessary to address our students' needs.

Support for Students Who Are High-Achieving

Students who are high achieving benefit from many of the same programmatic structures that low-achieving students do. The curriculum has multiple opportunities for the high-achieving students to expand their knowledge and skills through higher level inquiry, personalized learning, self-directed learning, differentiated project based learning, and small group instruction.

The program enables children to progress across the levels at their own pace. The personalized and self-directed program specifically enables all children to work in their Zones of Proximal Development. All of the programs we are considering allow children to advance past their grade levels, and move along a competency based progression. Small group learning provides extension for students who need it. In addition, project based learning with students will be focused on building students' capacity on the higher levels of Bloom's Taxonomy and Webb's Depth of Knowledge – Apply, Analyze, Evaluate, Create. The project based learning curricula will have multiple opportunities for the high-achieving students to expand their knowledge and skills through higher-level inquiry and extensions on all projects. Because the challenges and projects are all collaborative, students who are ready to become leaders and facilitators will be able to build those critical skills.

Most of the curriculum for high achieving students will be imbedded into the instructional program. Students will progress at their own pace in PL and be pulled into small groups for extension. Lessons and assessments will be designed for different levels of performance with high achieving students expected to stretch and reach for the more demanding work. The inquiry model form in PBL incorporates many GATE strategies. Inquiry learning will offer students the opportunities to pursue topics to greater depth through both individual and small group work; students will have the opportunity to become experts on a particular subject. This inquiry model will also offer the element of choice, as students will be able to choose a particular focus (e.g. which animal habitat to develop expertise in; which historical artifacts to recreate and interpret for their Ancient Egypt museum exhibit). Finally, inquiry learning will offer multiple opportunities for students to self-assess and make judgments about their work as they engage in projects. Inquiry-based learning is a key component of instruction at GPS, as both low and high achieving students will engage in a focused inquiry in response to a complex question, problem, or challenge. Rigorous projects designed to apply critical thinking will help students learn key academic content, apply skills, and practice working in collaboration daily.

Our Expedition program provides access to non-traditional learning opportunities that are commensurate with students' skills, abilities and passions, as well as service learning and other electives.

While we anticipate that most students' needs will be met by the wide variety of school-wide supports already in place, GPS is committed to working with students who are performing above grade level to ensure they are challenged and able to access the most rigorous content appropriate to them.

Students will be identified through a variety of summative and formative assessments, including but not limited to state tests, NWEA Map (2-3 times yearly), STEP reading assessments (1-2 times yearly) and teacher formative assessments. Facilitator pod teams will meet weekly to discuss all student's progress, including high achieving students and what can be done to support them. GPS will analyze assessment results to ensure we are meeting the needs of this targeted population. Any student who, as determined by assessment results and their progress on the competencies, is working significantly above their multi-grade level pod will be identified

for support. For individual students needing additional support, we will create and implement a plan via their PLP. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we will revise our curriculum, instructional methods, and student support services as necessary to address our students' needs.

Curriculum Development

Our facilitators will build curriculum in teams before and during the school year. Curriculum will be based on innovative and best practices, backwards planned and standards based, and include formative, benchmark and summative (exhibitions and capstone) assessments. Significant time in Expeditions and professional development days will also be dedicated to curriculum planning, including vertical (within subjects), grade level, and interdisciplinary planning. Teachers will also collaboratively create exhibitions (PBL experience) during the designated professional development time. All curricular plans will be reviewed and approved by school leadership.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Governing Law: The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purpose 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. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

GPS has clearly defined school wide outcome goals in compliance with Education Code sections 47605(b)(5)(B) and 52060(d).

GPS is committed to providing all of its students with an excellent, high-quality education. In order to achieve this goal, high student achievement as measured by national, state, local, and school measures must be achieved. Goals for student and school outcomes are continually refined and developed to reflect the changing needs of the school and are reset each year by the entire faculty.

GPS' goal is to have all children graduate with the following core competencies.

21st Century Learning

To be prepared as leaders as well as learners in a rapidly-evolving society and economy, GPS' students will be 21st Century Learners. Again, we want our students to be problem solvers, innovators and agents. The following are our goals to help students be competitive and prepared for success in the 21st century:

- Academically Knowledgeable
- Technology Savvy Innovators
- Self-motivated, Self-aware, and Confident Learners with A High Level Of Resilience and Agency
- Self-Directed Learners who take ownership of and responsibility for their learning
- Problem Solvers and Critical Independent Thinkers Who Make Informed Decisions
- Effective Communicators in All Forms and with All Kinds of People
- Creators and Innovators
- Collaborative Team Players that Can both Facilitate and Participate in Collective Efforts

Academic Content and Performance Standards

Aligned with the CCSS in English Language Arts and Mathematics and the NGSS standards, students will achieve mastery of the goals below:

Outcome 1: ELA Goals

- Students will be able to demonstrate mastery of 8th grade level state/national standards in ELA.
- Students will be able to leave GPS with a foundation in College Readiness skills in ELA.
- Students will succeed in high school, college and beyond as highly literate and civic minded citizen.

Outcome 2: English Language Development Goals

- All EL students will make at least one level of advancement in language proficiency annually.
- ELL students will demonstrate annual GPS at the school wide average rate

Outcome 3: Mathematics Goals

- Students will demonstrate mastery of the grade 8 level standards, which will prepare them for higher mathematics in high school, college, and the workplace.
- Students will utilize a conceptual understanding of mathematics to solve problems using multiple strategies.
- Students will be able to communicate an understanding of mathematical logic in the problem-solving process.
- Students will be able to apply mathematical concepts to real world scenarios.

Outcome 4: History/Social Science Goals

- Students will develop knowledge of history, cultural and historical empathy, an understanding of democracy and constitutional heritage and the critical thinking skills to prepare them for American citizenship.
- Students will develop a better understanding of themselves from the literature they read and the history they study.

Outcome 5: Science Goals

- All students will develop 21st Century Skills (see the Partnership for 21st Century Skills <http://Achieve.p21.org/>) that will prepare students for higher education, rewarding careers, and the challenges of an ever-changing world.
- All students will cultivate an appreciation of the vital role of Science in today's world and they will be able to apply their analytical skills to their daily lives.
- All students will be able to demonstrate the process of scientific inquiry through experimentation, data collection and analysis, and problem solving.

Outcome 6: Technology Goals

- All students will be able to use technology to effectively communicate, collaborate, and conduct research.
- Students will learn basic computer skills such as word processing, arranging presentations, creating spreadsheets, developing simple websites, basic communications, and using Google Drive.
- Students will learn basic keyboarding skills.
- All students will master the ISTE standards, particularly,
 - Research and Information Fluency
 - Digital Citizenship
 - Technology Operations and Concepts

Outcome 7: Arts Goals

- Students will master California art standards for elementary school.
- Students will engage in artistic pursuits to cultivate the skills of creativity and collaboration.

Outcome 8: Physical Fitness Goals

- Students will demonstrate mastery of 8th grade level physical education standards.
- Students will demonstrate an understanding of the ways nutrition and exercise impact their physical and emotional health.

- Students will be able to make healthy choices with respect to their diet and exercise.
- Students will have identified at least one fitness activity that they enjoy.

Outcome 9: Social Emotional Goals

- Students will develop self-awareness and self-management skills to achieve school and life success.
 - Identify and manage one’s emotions and behavior.
 - Recognize personal qualities and external supports.
 - Demonstrate skills related to achieving personal and academic goals.
- Students will use social-awareness and interpersonal skills to establish and maintain positive relationships.
 - Recognize the feelings and perspectives of others.
 - Recognize individual and group similarities and differences.
 - Use communication and social skills to interact effectively with others.
 - Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- Students will demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.
 - Consider ethical, safety, and societal factors in making decisions.
 - Apply decision-making skills to deal responsibly with daily academic and social situations.
 - Contribute to the well-being of one’s school and community.

Goals, Actions, and Measurable Outcomes Aligned to the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), following is a table describing GPS’ annual goals to be achieved in the state priorities school wide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals, plus student outcomes that align with the state priorities and the Charter School’s methods of measurement for those outcomes.

Because GPS does not know what its numerically significant subgroups will be, all goals, actions and outcomes are designed to apply school wide and to all student subgroups. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that consists of at least 30 pupils, each of whom has a valid test score; or for a subgroup of pupils who are foster youth or homeless youth, a numerically significant pupil subgroup is one that consists of at least 15 pupils. (Education Code Section 47607(a)(3)(B)). Once GPS enrolls students and can determine its numerically significant pupil subgroups, it will provide goals, actions, and outcomes for those groups in its annual Local Control and Accountability Plan (“LCAP”).

As the state finalizes new standardized assessment tools (e.g., SBAC/CAASPP) and new school performance measures (e.g., API), GPS will work with the District to ensure that it creates and updates its plans and goals accordingly.

GPS places a high priority on measurable pupil outcomes that value academic achievement and preparation for high achieving high schools. They are the focus of each student’s educational plan and help keep stakeholders focused on the achievement of a shared set of goals. GPS’ goal is to ensure that all students are prepared for high school and beyond. Specifically, students who are promoted from GPS will be academically, socially, emotionally, and

intellectually prepared for the high school of their choice and well on their way to becoming powerful, contributing citizens of the world.

GPS is committed to ensuring all of our students make the academic and social emotional growth necessary to be prepared to excel in the high school of their choice. They will demonstrate their academic growth through selected Common Core aligned assessments as well as California’s Smarter Balanced Summative Assessment. We will also use the NWEA suite of assessments, which are aligned to the Common Core because NWEA offers multiple administrations throughout the school year and has designed its assessments to both track and monitor growth. We are evaluating other options for this coming school year and will also use common core aligned internally and externally developed assessments. We will track and monitor progress for all significant subgroups and set annual targets as indicated below.

CHARTER SCHOOL GOALS, ACTIONS, and OUTCOMES ALIGNED TO STATE PRIORITIES	
State Priority #1: The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d)).	
<p>School Action</p> <ul style="list-style-type: none"> A. Robust hiring process. B. Assign facilitators based on content area expertise. C. Research and select Common Core aligned curricular materials proven successful for similar populations. D. Ensure school facilities are maintained and in good repair. E. Daily cleaning by custodial staff. Communication as needed with maintenance staff. Inspections by site administrator. Lunch service will follow applicable standards for compliance. Annual fire inspection and emergency drills. F. Internal audits of teacher assignments. G. Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance. 	<p>Method of Assessment and Goals</p> <ul style="list-style-type: none"> • Qualified Teachers: 100% fully credentialed in compliance in core subject areas; • 90% of facilitators are “effective” or “highly effective” according to our facilitator evaluation rubric; • >75% retention; • >80% level of satisfaction; • 80% of facilitators meet their goals on their Personalized Educator Plan; • School facilities are adequate as determined by Facilities Walkthrough checklist; • 100% of students have access to standards-aligned content and projects; • 100% of teachers and students participate in regular fire and emergency drills; and • 100% of teachers are trained in emergency procedures.

State Priority #2: The charter school will meet or exceed the same accountability standards as district schools regarding the implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency.

State Priority #4: Pupil achievement, as measured by all of the following, as applicable:

The charter school will meet or exceed the same accountability standards as district schools for pupil achievement, as measured by all of the following, as applicable:

- A. CA Measurement of Academic Progress and Performance (CAASPP) statewide assessment (as available)
- B. The Academic Performance Index (API) (as available)
- C. Percentage of pupils who are college and career ready
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language
- E. Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
- F. EL reclassification rate
- G. Percentage of pupils who have passed an AP exam with a score of 3 or higher
- H. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

School Action

- A. Build facilitator capacity to develop and implement strong Common Core aligned units of study and lessons that push student thinking at the higher levels of Bloom’s taxonomy.
- B. Increase the amount of time students are learning in their Zone of Proximal Development by using adaptive online software proven for our target population and by using personalized learning structures to increase teacher time teaching in the ZPD.
- C. Build facilitator, student and family capacity to monitor and track student learning and progress using different informal and formal assessments and data

Method of Assessment

- Curriculum is deemed adequate as measured by Curriculum Approval process
- 80% of facilitators meet their Personalized Educator Plan Goals.
- 90% of students meet their PLP goals.
- API (or other state) score will meet or exceed district score within the first three years
- 75% of all students who have been enrolled at GPS for at least three full academic years will score at the proficient or advanced level on CAASPP.
- All students will exceed GPS targets on the NWEA MAP.
- GPS will meet or exceed its annual growth target, set by baseline data
- GPS will meet or exceed growth targets each year for each significant student subgroup following the first year of testing.
- Exceed the average performance levels

<p>systems as well as Personalized Learning Plans.</p> <p>D. Implement research-based ELD strategies and build teacher capacity around teaching English Language Development and:</p> <ul style="list-style-type: none"> • Monitor language proficiency levels to determine adequate yearly progress. • Monitor teacher qualifications and the use of appropriate instructional strategies based on program design. • Monitor student identification, placement, and growth in English language proficiency. • Monitor availability of adequate resources, and deliver resources to students as and when needed. • Monitor reclassified students for at least two years. <p>E. Implement support structures.</p> <p>F. Extensive Professional Development Plan.</p> <p>G. Annual School Report Card.</p>	<p>of students in schools serving a similar student population.</p> <ul style="list-style-type: none"> • Reading: growth of >1 grade level per year until grade level reached and maintained. • All students who have been enrolled at GPS for at least three full years will be reading at/above grade level • All students who have been enrolled at GPS for at least three full years will be reading at/above grade level. • All EL students will make at least one level of advancement in language proficiency annually. • School wide reclassification rate for EL will increase by 2% annually. • ELL students will demonstrate annual growth at the school wide average rate • 80% of students will meet their annual IEP goals • 75% of students are in the Healthy Fitness Zone in 5th and 8th grades as defined by the Presidential Youth Fitness Program
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State Priority #3: The charter school will meet or exceed the same accountability standards as district schools for parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

School Action	Method of Assessment
<p>A. Build family understanding of Common Core standards and overall instructional design.</p> <p>B. Build family capacity to monitor and guide student learning and growth via the PLP.</p> <p>C. Develop a robust family leadership culture and participation in the community.</p>	<ul style="list-style-type: none"> • 100% families participate in PLP meetings • 80% of families participate in community events • 80% of families participate in volunteering or other community activities • 90% of families give the school an A or a B on the annual survey

<p>D. All Families will be invited to attend annual Personalized Learning Plan meetings with their student and their student's faculty mentor.</p> <p>E. Faculty mentors will be involved in family communication for students in need of academic interventions.</p>	<ul style="list-style-type: none"> • 70% families responding positively to “I am satisfied with my level of influence on school decisions” on annual survey • 90% of families responding positively to “My student's school seeks feedback from me” on annual survey
<p>State Priority #5. The charter school will meet or exceed the same accountability standards as district schools regarding pupil engagement, as measured by all of the following, as applicable:</p> <p>A. School attendance rates</p> <p>B. Chronic absenteeism rates</p> <p>C. Middle school dropout rates (EC §52052.1(a)(3))</p> <p>D. High school dropout rates</p> <p>E. High School graduation rates</p> <p>State Priority #6. The charter school will meet the same accountability standards as district schools regarding school climate, as measured by all of the following, as applicable:</p> <p>A. Pupil suspension rates</p> <p>B. Pupil expulsion rates</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	
<p>School Actions</p> <p>A. Students attend school regularly, consistently and on time.</p> <p>B. Students report they enjoy school and that they have meaningful relationships at the school.</p> <p>C. Students show growth in all Habits of Success.</p> <p>D. The Charter School will provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled.</p> <p>E. All students will work with their mentors to set long-term goals that include graduation, college and life goals and to</p>	<p>Methods of Measurement</p> <ul style="list-style-type: none"> • 95% average daily attendance rate • Less than 5% rate of chronic absenteeism (students who are absent 10 percent or more of the schooldays in the school year). • Less than 1% expulsion • Less than 3% suspensions • Less than 2% dropout rate • 90% of students meet their Habits of Success goals as measured by the PLP • All students will be proficient in Habits of Success after three years at GPS • 90% of students' report that they feel safe and supported at school as measured by the annual survey • 100% of facilitators will participate in Emergency plan training; • 100% of Students will participate in fire, earthquake and safety drills annually.

<p>connect those goals to the choices that students make every day.</p> <p>F. The Charter School will work with families and students to ensure that particularly at-risk students are supported and have individual plans in place to address the specific challenges they face.</p> <p>G. Families and students will be informed of attendance policy. Administration will work with students and families who are chronically tardy and/or have unexcused absences on an individual basis to develop a plan to support the student in attending school regularly.</p> <p>H. Facilitators will be trained in classroom management. School leaders will work with teachers and families to manage student behavior issues and concerns.</p> <p>I. Annually, all school employees will be trained on the elements of the School Emergency Plan. Students will participate in Fire, Earthquake, and safety drills and learn about social justice and restorative practices.</p> <p>J. Provide professional development for all faculty in equity, social justice, and restorative practices.</p>	<ul style="list-style-type: none"> • 90% of families respond positively to “I feel my child is physically safe at school” on annual survey. • 90% of families respond positively to “I feel my child is emotionally safe at school” on annual survey. • 90% of students respond positively to questions on discipline, respect and bullying on student survey. • 80% proficient on school culture audits
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State Priority #7: The charter school will meet the same standards district schools are held to regarding the extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career

technical education. (E.C. §51220(a)-(i))

School Actions

- A. 100% of students are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, Visual Art, Health/Physical Education, and foreign language (6-8th) preparing them to be on track for a high school course of study that exceeds the UC A-G requirements.
- B. 100% of students are enrolled in a personalized learning program that is in line with their academic, Habits of Success and personal goals

Methods of Measurement

- Master schedule meets or exceeds state requirements
- Curriculum is deemed adequate as measured by Curriculum Approval Process
- Online adaptive programs and playlists allow students to engage in coursework that prepare them for all A-G requirements
 - 100% of students will complete the full Art curriculum annually
 - Students develop proficiency in foreign language, including speaking and listening, textual analysis, composition, and presentation.

State Priority #8: All students will demonstrate appropriate developmental or age/grade level mastery of State and National standards (see <http://www.cde.ca.gov/be/st/ss/> and www.corestandards.org) and aligned with the state's priorities detailed in California Education Code Section 51220 (grades 7-8). Individual performance goals will be established for each student at the beginning of each year based on his/her baseline benchmark assessments, past academic performance, special needs/IEP, and other available data as measured by all of the following, as applicable:

- A. Internal Assessment
- B. Growth
- C. Social Responsibility

School Actions	Methods of Measurement
<p>A. Build teacher capacity to develop and implement strong Common Core aligned units of study and lessons that push student thinking at the higher levels of Bloom’s taxonomy.</p> <p>B. Increase the amount of time students are learning in their Zone of Proximal Development by using adaptive online software proven for our target population and by using personalized learning structures to increase teacher time teaching in the ZPD.</p> <p>C. Build facilitator, student, and family capacity to monitor and track student learning and progress using different informal and formal assessments and data systems and PLPs.</p> <p>D. Students are enrolled in a rigorous course of study to prepare them for A-G coursework in high school.</p>	<ul style="list-style-type: none"> • Curriculum is deemed adequate as measured by Curriculum Approval Process. • Students in the Charter School will exceed the average performance levels of students in schools serving a similar student population on CAASPP statewide assessments. • 75% of all students who have been enrolled at GPS for at least three full academic years will score at the proficient or advanced level on the CAASP. • Charter School’s performance on API or whatever might take its place following the implementation of new state assessments will exceed California average. • All students will exceed growth targets on the NWEA MAP • GPS will meet or exceed growth targets each year for each significant student subgroup following the first year of testing. • Reading: growth of >1 grade level per year until grade level reached and maintained. • All students who have been enrolled at GPS for at least three full years will be reading at/above grade level. • All EL students will make at least one level of advancement in language proficiency annually. • School wide reclassification rate for EL will increase by 2% annually. • 90% of students meet their academic goals on the PLP.

The plan above, which lists measurable pupil outcomes, will drive work at GPS. Facilitators will be provided regular dedicated time to review their plans for the achievement of the outcomes outlined above, align those plans with the diagnostic assessment data of their students, and develop plans to differentiate and personalize teaching and support for students based on their performance at the time and what they need to learn to meet or exceed outcome expectations. School staff and facilitators will collaborate to ensure that measurable pupil outcomes are realized – and that we operate with clarity about what students need to know to be promoted to high school, that we know how they’re doing on their way there, and that they’re being supported with effective teaching and tiered interventions when adequate progress toward the expected outcomes is not being made.

Local Control and Accountability Plan (LCAP)

In accordance with Education Code Section 47606.5, GPS shall comply with all elements of the LCAP pursuant to regulations and a template adopted by the California State Board of Education and reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter. GPS shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a material revision to the charter as defined in Education Code Section 47607.

ELEMENT 3: METHODS OF ASSESSING PUPIL OUTCOMES

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

Use and Reporting of Data

The primary tool to be used for capturing student data is our SIS. We are considering Illuminate, a combined Student Information System and Data and Analysis System designed specifically for school use. The systems have combined the capability to record results for all of the tools described in the previous section.

Collection

- Standardized assessment results are all available electronically and are uploaded by the Principal or his/her designee.
- All results from assessments given at school are inputted by facilitators.
- All information pertaining to student goals is inputted by mentors or RSP teachers.

Analysis

- Individual students, their parents and mentor will analyze each student's individual performance on all of these measures listed below in the context of their Personalized Learning Plan discussions. They will use this data to set goals and identify strategies to ensure the student is making progress towards those goals. The school will make every last effort to ensure parents attend PLP meetings, including having meetings off-hours, on weekends, and on the phone/via video chat.
- The Charter School faculty will analyze data from all of the tools listed for individual students on an ongoing basis each semester. They will use this data to inform their teaching strategies and to identify students who may be in need of additional support or interventions. Time for this analysis is set aside during facilitator meetings each semester as well as during Expeditions.
- Facilitators will review data school wide throughout the year to improve the educational program, as outlined in *Continuous Improvement* below.
- The Board will review the data and the faculty's analysis of it at least two times per year.

For more information, please see Data Driven Instruction Section above in Element 1.

Reporting

- Results from all of the tools listed above are available for each individual student and his parents to view at all times via a secure web-based SIS (likely Illuminate) platform that can be accessed from any internet connection or on specifically designated computers at the school during regular operating hours. Additionally, parents have access to the PLP at all times via the Web.
- On an as-needed basis, the Charter School will publish bulletins reporting general student or school performance data.
- The school will publish student results annually through the SARC, in compliance with the Education Code. In addition to the annual SARC, GPS will develop an annual performance report based upon the data compiled. This report will be provided to all

families at the school as well the governing board. It will also be posted on the GPS website for public viewing.

Ongoing communication between facilitators, parents, and students is an essential component of GPS. Families, students and mentors have access to progress in the Personalized Learning Plan and the SIS system at all times. For families that lack computers, we will provide “community” computers at school. We will also make every effort to ensure that the PLP is accessible in a mobile device. Families will meet with the mentor at least once per year during the PLP meeting, and more regularly if a student is in need of intervention. In addition, report cards are sent out twice per year and pod meetings to discuss progress occur weekly. Families can conference with teachers on an informal basis, weekly or monthly, and on a formal basis once or twice per year, to discuss students’ progress towards mastery. Back to School Nights also take place each year.

Reporting and Accountability to the District

GPS will promptly meet all reasonable inquiries for information from the District or other authorized agency and assure timely scheduled data reporting to the District in compliance with the law; further, GPS hereby grants authority to the State of California to furnish copies of all test results directly to the District, as well as to GPS.

Continuous Improvement

GPS is committed to using student performance data to refine and improve the educational program. As described above, the faculty will devote several hours of facilitator meetings during each semester as well as substantial amounts of time during Expeditions to analyze the data, and to propose research-based changes to the educational program based upon it. Changes will be adopted based on full faculty consensus and planning for implementation will occur during student expedition periods.

Assessments

GPS will utilize a comprehensive range of assessments to monitor pupil progress across grade level subjects and competencies, including state summative, diagnostic, interim, and formative assessments.

- *State Summative Assessments:* GPS will administer the CAASP, the California Modified Assessments (CMAs) in those same subjects as appropriate for Special Education students per IEP specifications and the California English Language Development Test (CELDT or ELPAC), by which students demonstrate progress towards English proficiency, and the CST for science in the designated grade levels.
- *Diagnostic Assessments and Growth Measures:* GPS will use NWEA’s MAP assessments at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To formally assess whether students are on track during the year, we anticipate administering the NWEA assessment three times annually. Reading assessments will be administered at the beginning of the year to assess the reading level of students in Grades K-2. To formally assess whether students are on track with their reading progress, we anticipate administering these assessments at least three times annually. Benchmark exams that are similar to the CAASPP assessment will be given three times

during the year. Additionally, on-going assessments provided by student academic software will provide a wide range of data.

- *Interim Assessments:* GPS will provide interim assessments every six weeks to ensure students are progressing towards competency. The Principal will lead an annual process for creating and revising interim assessments to ensure they are standards aligned and correlated to the CAASPP. Data reports will be used by teachers and administrators in regular cycles of inquiry and re-teaching after each assessment. Performance cut-points on these assessments will be recalibrated each year based on prior year correlation with CAASPP scores, so that the results are strongly predictive of CAASPP performance.
- *Formative Classroom Assessments:* Facilitators will administer and utilize assessment data daily through reports from online learning providers and just-in-time tools such as exit tickets.
- *Project Based Assessments:* students will participate in long term, deep, hands-on, project based learning activities that may be interdisciplinary and that will result in a presentation of the learning, or Exhibition.

The chart below provides an overview of the assessment tools, timelines, and minimum performance levels required to attain standards that we will employ to measure pupil progress in meeting the outcomes delineated in Element 2 of this charter.

GPS shall adhere to all state testing requirements, including provisions of AB 484/2012 and any revisions of Education Code that are applicable to charter schools. As established in the previous section, GPS will be utilizing diverse assessments that are aligned with the curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below:

Assessment	Purpose	Grade	Timeline	Minimum Performance Level
All Subject Areas				
Exhibitions	Measure Competency in PBL and Higher Order Thinking Skills	2-8	Every 6 Weeks	Proficient
Facilitator designed/Common Core Aligned	Measure Competency in PBL and Higher Order Thinking Skills	K-8	As Needed	Proficient
Formative Assessments (exit tickets, etc.)	Measure Competency in Standards	K-8	Daily	Proficient
PLP	Summary Document of Teacher Assessments +Formal Assessment	K-8	Ongoing	Proficient
English Language Arts				
Interim Assessments	Measure Competency in	K-8	Every 6 Weeks	80% Correct on Online Assessments

	Standards			
Developmental Reading Assessment or STEP	Measure Students' Ability to Decode and Comprehend	K-2	Upon Enrollment and Each Quarter and/or As needed	On Grade Level
CAASPP	State Criterion-Based Assessment	3-8	Annually	Proficient
Measures of Academic Progress (MAP)	National Norm-Referenced Test	K-8	3 Times Annually	Growth of >1 Grade Level until Grade Level is Reached and Maintained
Mathematics				
Interim Assessments	Measure Competency against Standards	K-8	Every 6 Weeks	80% Correct on Online Assessments
CAASPP	State Criterion-Based Assessment	3-8	Annually	Proficient
Measures of Academic Progress (MAP)	National Norm-Referenced Test	K-8	3 Times Annually	Growth of >1 Grade Level until Grade Level is Reached and Maintained
Science				
Interim Assessments	Measure Competency Against Standards	K-8	Every 6 Weeks	80% Correct
CAASPP/CST	State Criterion-Based Assessment	5, 8	Annually	Proficient
Social Studies				
Interim Assessments	Measure Standards Mastery	K-8	Every 6 Weeks	80% Correct
English Language Learning				
Measures of Academic Progress (MAP)	National Norm-Referenced Test	K-8	3 Times Annually	Growth of >1 Grade Level until Grade Level is Reached and Maintained
California English Language Development Test (CELDT or ELPAC)	Measure English Language Acquisition	K-8	Upon Enrollment and Annually Thereafter	Reclassification After Three Years at GPS
Special Education				
Individualized Education Plan	Measure Student Progress	K-8	3 Times Annually	Meet IEP Goals
Physical Fitness				
President's	Measure	5 th , 8 th	1x/Year	5% Increase of Students

Physical Fitness Test	Student Progress against Standards			Demonstrating Mastery in Standards
Social-Emotional Learning and Habits of Success				
Student Surveys	Measure School Culture and Climate	K-8	1x/Year	80% Positive Results
Startup.edu assessment	Newly Developed Assessment for Habits of Success	K-8	1x/Year	Proficient

*GPS does not commit to using these programs. These programs are being considered and are strong contenders; however, new tools and programs being introduced regularly, and we reserve the right to use a stronger program should we find one.

**The state intends to replace the CELDT with a new ELD assessment (ELPAC). This assessment is still in development. We will revise this target should the new assessment prove radically different from the existing assessment.

***The state intends to replace the existing history and science CST assessments with different assessments. We will revise these targets as we learn more about the state’s plan to assess science and history.

State Assessments

Pursuant to Education Code Section 47605(c), GPS will conduct state pupil assessments, including the Smarter Balanced Assessments, other California assessments in other content areas where appropriate, the California English Language Development Test (CELDT) or its equivalent, and any other assessments as mandated by the state or federal government (e.g. SABE or its equivalent, California Fitness Exam). GPS is subject to all state (e.g., API, or its successor) and federal assessment and accountability requirements as applicable to charter schools.

The results of these state assessments will be an indicator of overall school wide performance, class performance, grade-level performance, and subgroup performance. These tests will be one of multiple assessment methods used to document and monitor student growth on a continuum of achievement.

Pursuant to the transition to California’s Common Core and the accompanying shift in the state accountability testing system, GPS will establish baseline performance in the first year of testing administration and will demonstrate growth in performance each year thereafter.

State Assessment Modifications and Accommodations

Children with disabilities under the Individuals with Disabilities Improvement Act or Section 504 are included in State standardized testing and will be afforded the appropriate accommodations/modifications where necessary and appropriate.

ELEMENT 4: GOVERNANCE

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

Non-Profit Public Benefit Corporation

GPS will be a directly funded independent charter school and will be operated by Growth Public Schools, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter (pursuant to Education Code Section 47604). The Charter School will seek tax-exempt status under Internal Revenue Code Section 501(c)(3).

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

Please see **Appendix V. Endorsed Articles of Incorporation. Appendix W. Approved Bylaws. Appendix X. Draft Conflict of Interest Code.**

GPS will comply with all applicable state, federal and local regulations and laws applicable to its operation, and will comply with the District guidelines and requirements for charter schools. It will retain its own counsel when necessary. It will purchase and maintain as necessary general liability, workers compensation, property, errors and omissions and unemployment insurance policies.

Board of Directors

GPS shall be governed by the Growth Public Schools Board of Directors (the "Board"). The Board shall be ultimately responsible for the operation and activities of the Charter School. The Board shall be governed in its operations and its actions by the corporate bylaws of the organization, which shall be consistent with the charter, the Charter Schools Act and all other applicable laws. The primary methods for executing its responsibilities are to create, adopt and monitor a long term strategic plan and associated budget, and to employ and evaluate the CEO of GPS.

The Board shall consist of at least three (3) and no more than nine (9) directors unless changed by amendment to the bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure an odd number of Board members. All directors, except for the representative appointed by the charter authorizer, shall be designated by the existing Board of Directors.

Except for the initial Board of Directors, each director will serve a three-year term and until a successor director has been designated and qualified. Terms for the initial Board of Directors shall be five (5) seats for a term of three (3) years.

New Board members will be mentored by experienced members during their first year. Board members are not subject to a limit on the number of terms they may serve. Board members will be appointed by the Board, with input from the leadership of GPS, such that the Board contains expertise in many varying fields and is able to offer advice, direction, and discussion for the school.

Board members shall be sought who have experience in one or more of the following areas: education, government, law, business, finance/accounting, facilities, or public relations. Employees shall not serve on the Board as Board members.

The Board shall maintain in effect general liability and board errors and omissions insurance policies.

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

The Board will adopt a Conflict of Interest Code, which complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As noted above, the draft Conflict of Interest Code is attached within **Appendix X**. As required, the draft Conflict of Interest Code will be submitted to the Sacramento County Board of Supervisors for approval.

The Board will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

The Board will meet on a regular schedule in a set location (likely the school), with meeting times and minutes posted to all members of the community and in accordance with the Brown Act. Parents will be invited to attend.

Growth Public Schools Initial Board of Directors with Term Expiration Dates

Member	Position	Term Expiration Date
Justin Barra	Member	July 2017
Geoff Sakala	Treasurer	July 2019
Kandace Forrester	Secretary	July 2018
Matthew Taylor	Vice Chairman	July 2019
Larisa Cespedes	Chairwoman	July 2018

Board Responsibilities

The Board will meet on a regular basis and in accordance with the Brown Act. Growth Public Schools will provide a means and opportunity for parents and the public to participate in, attend, or view the meetings in each county where the organization operates schools.

The responsibilities of the Board include but are not limited to:

- Strategic planning
- Uphold the mission of the Charter School
- Oversee the implementation of the charter
- Approve and monitor the school budget, fiscal reports, and the Charter School's fiscal practices
- Approve all contracts and expenses
- Receive and review the yearly independent financial audit
- Approve and monitor the Charter School's facility arrangements and plans
- Oversee and evaluate the CEO
- Hire the CEO
- Hire GPS employees upon recommendation of the CEO
- Employee discipline and dismissal upon recommendation of the CEO
- Approve Board Policies

GPS will employ a CEO/Founding Principal for the pre-opening period and first and/or second operational year(s) of Growth Public Schools, who will assume the roles and responsibilities of both the CEO and Principal. Afterwards, GPS plans to employ a separate CEO and Principal.

Chief Executive Officer (CEO)

- Fundraising
- Facilitating communication between the Board and the Principal
- Facilitating communication between external stakeholders and school
- Monitoring charter school policy
- Lead training and professional development for leadership candidates

Principal

The day-to-day management of the Charter School shall be by the Principal. The Principal will work full-time with the CEO and will communicate directly with the CEO and Board of Directors and to the District Board of Education through its Superintendent or designee as necessary. The Principal is fully responsible for the execution of all applicable Board policy, all day-to-day operations, and all functions of the Charter School.

The responsibilities of the Principal may include, but are not limited to, the following:

- Attend District Administrative meetings as necessary and stay in direct contact with District regarding changes, progress, etc
- Contribute to Board meeting agendas in conjunction with the Chairman in compliance with the Brown Act
- Supervise all employees of the Charter School
- Provide timely performance evaluations of all Charter School employees
- Propose policies for adoption by the Board
- Provide comments and recommendations regarding policies presented by others to the Board.
- Communicate with Charter School legal counsel and any outside consultants.
- Stay abreast of school laws and regulations
- Participate in the dispute resolution procedure and the complaint procedure when necessary.
- Establish and execute enrollment procedures

- Develop and administer the Charter School budget in accordance with generally accepted accounting principles
- Provide assistance and coordination to the faculty in the development of curriculum.
- Oversee parent/student/teacher relations
- Attend IEP meetings when necessary
- Supervise student disciplinary matters
- Coordinate the administration of Standardized Testing
- Plan and coordinate student orientation
- Attend all Board meetings and attend as necessary at District Board of Education meetings as the charter representative
- Establish procedures designed to carry out Board policies
 - Facilitating communication between the Board and the CEO
 - Facilitating communication between external stakeholders and schools
 - Monitoring charter school policy
 - Lead training and professional development for leadership candidates

Board Committees

The Board may appoint one or more committees comprised of faculty, parents, community members or other members of the public with varying areas of expertise. The purpose of a committee is to provide advice, expertise and resources as necessary related to charter schools, finances, facilities, and other areas relevant to the success of the Charter School. The committees will be formed and selected by the Board of Directors.

Family and Community Involvement in Governance

The input of all school stakeholders will be valued by the Board as well as the school. As such, stakeholders will be given the opportunity to address issues on the agenda at regular Board meetings and to participate at the committee level as appropriate. Further commentary on issues regarding the school can be given to the school's leadership as needed.

GPS is committed to parent involvement at the school level. We plan to establish a Family Organization, which will meet on a regular basis (either monthly or quarterly, to be determined by the group). This group will meet with the Principal to discuss issues involving school academics, culture, and community. This will be an important voice at the school and one that will help to ensure a comprehensive understanding of how the school is performing. It will also help to facilitate communication between all members of the GPS community and to bring needed human resources to help meet the goals and objectives of GPS.

The Principal will meet regularly with the leadership of the Family Organization to discuss parent community questions, concerns, and ideas. Families will develop their own organizational needs based on the needs of the GPS community. GPS will ensure that meetings of the Family Organization are accessible to all families via appropriate means, such as translation.

Families will be strongly encouraged to volunteer a minimum of 30 hours per family, per academic year, to GPS. The Principal shall maintain a comprehensive list of differentiated volunteer opportunities, including but not limited to the following: volunteering in the classroom/school (including at-home assistance); tutoring or reading with children, being a voice in school decision making when appropriate, attending PLP meetings; attendance at charter school Board meetings; participation in the planning of, or attendance at, school events and

celebrations; or, other activities. No child will be excluded from GPS or school activities due to the failure of his or her parent or legal guardian to fulfill the encouraged 30 hours of volunteering.

Families will also fill out a community survey at the end of each year in order to give feedback about the school and their family's experience.

Please see the family and community involvement section above in Element 1 for more details on family involvement.

ELEMENT 5: QUALIFICATIONS OF SCHOOL EMPLOYEES

Governing Law: The qualifications to be met by individuals to be employed by the charter school.

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

GPS is driven by its own mission and vision, to provide a superior public education to a diverse group of Sacramento's children by creating a public school that relentlessly focuses on high quality and personalized instruction. In order to GPS excellence and nurture diversity, GPS must have a strategy and a plan to ensure the School has the human capital and talent necessary to realize its vision.

GPS will recruit professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. All employees will demonstrate a belief in the mission, program design, instructional philosophy, and curriculum documented in this charter. All employees at the Charter School will be employees of Growth Public Schools. GPS is a school of choice and no employee will be required to work at the Charter School.

In accordance with Education Code 47605(d)(1), GPS shall be nonsectarian in its employment practices and all other operations. GPS shall not discriminate against any individual (employee or pupil) 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). All employees are expected to possess the personal characteristics, skills, knowledge and experience required by their job description as determined by the Charter School. All employees must comply with the GPS employee processing policies and procedures (to include, but not limited to, fingerprints, criminal record clearance, proof of identity, right to work in the United States, and tuberculosis screening).

Employee Records

GPS will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records. Copies of each teacher's credentials will be kept on file in the main office and will be readily available for inspection. School administration will review teacher credentials annually.

Specific Qualifications for all Staff

The Board of Directors shall define specific employee minimum qualifications, applicable to all employees that shall include, but not be limited to, the following:

- a.) Commitment of time, energy, and effort in developing GPS' program.
- b.) Belief in the basic philosophy of emphasizing the core curriculum.
- c.) Commitment to working with families as educational partners.
- d.) Strong written and verbal communication skills.
- e.) Knowledge of the developmental needs of high school students.
- f.) Awareness of the social, emotional and academic needs of students.
- g.) Ability to plan cooperatively with other staff.
- h.) Willingness to continue education through additional courses and training, workshops, seminars and staff development.

- i.) Active participation in staff meetings.
- j.) Focus on working closely with the Charter School faculty by providing any information regarding a student's behavior change, attitude and/or classroom performance.
- k.) Take a leadership role in some aspect of the Charter School's development.
 - Abide by federal, state, and local laws;
 - Maintain a professional relationship with all students;
 - Refrain from the abuse of alcohol or drugs during the course of professional practice;
 - Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property;
 - Comply with state, federal, and local laws regarding the confidentiality of student records;
 - Fulfill the terms and obligations detailed in the charter;
 - File necessary reports of child abuse; and
 - Maintain a high level of professional conduct.

Administrators

The CEO at GPS shall possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. In addition, the CEO shall possess skills in hiring and supervising excellent teachers, and, if possible, business experience.

It is desired that GPS administrators (CEO, Principal and Assistant Principal) possess a masters' degree or higher in education or a related field and also have demonstrated at least three years of successful teaching experience. GPS administrators will demonstrate proficiency on the California/Interstate School Leader Licensure Consortium's six Professional Standards for Educational Leaders. GPS will give preference to administration candidates who hold a valid California Administrative Services Credential or those who have met the California standard for passage of the School Leaders Licensure Assessment.

Teachers/Facilitators

Instructional employees will hold appropriate California teaching certificates or permits issued by the Commission on Teacher Credentialing. GPS will comply with Education Code Section 47605(l), which states:

"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, non-college preparatory courses."

GPS will retain or employ teaching staff that hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing (CTC) and have experience commensurate with the applicable job specification. GPS will require each teacher to have the CLAD qualifications required by the CTC as part of their credential. Special Education teachers will be required hold compliant credentials in Special Education.

Teachers assigned to a TK classroom after July 1, 2015, will have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020,

have one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development permit issued by the CTC.

Hiring and Selection of Staff

GPS is dedicated to hiring professional and appropriately qualified staff. All staff to be hired at the school must demonstrate an understanding and commitment to the school's mission, vision, and educational philosophy. The Principal will be responsible for staff recruitment, including posting the position in strategic websites and publications; presenting at career fairs, conferences, and appropriate events; reaching out to and networking at events with innovative and experienced educators; and utilizing print and electronic media as appropriate. The Principal will be responsible for selecting all staff. In future years, the Principal may establish a Selection Committee composed of staff, students (as appropriate), and parents who will work with the Principal to select staff.

Support for teachers new to GPS may include the plans outlined in the Professional Development section, as well as some or all of the following:

- a.) Summer Training
- b.) Faculty Orientation
- c.) Pod Teams, which meet regularly during the school year to coordinate instruction, discuss student progress, and develop strategies for supporting all students
- d.) Leadership Team Meetings, regular meetings of school facilitators to collaborate and engage in school leadership
- e.) Coaching and mentoring by school leadership

Other Certificated Staff

A pool of day-to-day, at-will (on-call) qualified substitutes, with appropriate background clearances, shall be established and a list of qualified substitutes maintained by GPS.

GPS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not serve as the teacher of record for individual pupils and may not assign grades or approve student work assignments without the approval of the teacher of record, except in noncore, non-college preparatory courses and activities.

Classified Staff

All non-instructional, classified staff will possess experience and expertise appropriate for their position with the school and as specified in the job description. Staff will have the following roles:

Operations Manager, responsible for:

- Fiscal planning, budgeting, working with back office
- Authorizer liaison

- Preparing audits and reports
- Facilities
- Meals
- Transportation
- Enrollment
- Student Records

Office Manager, responsible for:

- Reception/front desk
- Attendance
- Office Supplies

Community Outreach Specialist, responsible for:

- Student recruiting
- Marketing and communications
- Creating partnerships in the community, particularly for Expeditions

Services Provided Via Contractors

GPS will receive service from employees of organizations with which GPS contracts. Additionally, GPS will receive financial, human resource, technology, data analysis leadership, facilities, professional development, and other services from an outside provider. GPS will ensure that the qualification of the employees of contractors and GPS are consistent with the expectations for GPS' employees.

Evaluations

The Principal shall be responsible for evaluating all teacher/facilitators and support staff. School staff evaluation shall be performed at least annually. As the instructional leader, the Principal will observe teachers and provide feedback regularly. A critical part of teacher/facilitator evaluation and retention will be based on their growth as a teacher, student growth, professionalism, and "fit" with the larger organization and school. Each teacher will have a yearly professional development plan (Personalized Education Plan, or PEP), in which they set goals. Our professional development plans are aligned to these PEPs and are designed to support teachers in meeting their goals. Just as staff are expected and encouraged to grow at high levels, these expectations are applied to the Principal and the school by the Board of Directors.

Professional Development

Each faculty and staff member has a Personalized Education Plan (PEP). The plan is developed by the employee with the input and approval of the Principal and using the template. The plan asks the employee to identify a set of professional development goals from a list of educator skills and habits of success that have been identified as most pertinent to the success of a GPS educator in the domains of vision & implementation, culture & community, learning, building teams, self-awareness & management, social awareness & interpersonal, and decision-making & leadership. The plan identifies the employee's present level of performance in each

strand using a common rubric. The plan indicates the employee's annual goals for growth in one or more strands, how the goals will be measured and what will define success. Additionally, a personalized plan for achieving the goals is designed, and subsequently supported by the Charter School and its professional development activities throughout the year. There is significant time built into the annual calendar for professional development, including while students are in Expeditions and regularly during the school day. We will ensure that PD is also aligned to the needs of students as determined by data analysis, including support for ELs, students with disabilities, struggling students and high achieving students.

ELEMENT 6: HEALTH AND SAFETY

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

GPS will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts prior to the school's opening. Health and safety policies will be annually updated and reviewed and distributed to all staff and families. GPS shall ensure that staff are trained annually on the health and safety policies. The following is a summary of the health and safety policies of the School. A full draft will be provided to the District for review at least 30 days prior to operation, or as otherwise agreed upon by the District and GPS.

The following is a summary of the health and safety policies of Growth Public Schools:

Procedures for Background Checks

Employees and contractors of GPS will be required to submit to a criminal background check and furnish a criminal record summary as required by Education Code sections 44237 and 45125.1. GPS will comply with all applicable state and federal laws regarding background checks and clearance of all personnel. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal will monitor compliance with this policy and report to the Board of Directors on a regular basis. Volunteers who will have direct contact with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Employee Records

The school will comply with all applicable state and federal laws concerning the maintenance and disclosure of employee records.

Comprehensive Anti-Discrimination and Sexual Harassment Policies and Procedures

GPS is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. GPS shall adopt a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with GPS' discrimination and

harassment policies. All supervisors shall be required to participate in regular trainings around their legal responsibilities.

Role of Staff as Mandated Child Abuse Reporters

All employees will be mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures used by schools within the Sacramento City School District. GPS shall provide all employees, and other persons working on behalf of GPS who are mandated reporters, with annual training on child abuse detection and reporting.

Tuberculosis Risk Assessment and Examination

Employees will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

Immunizations/Health Screenings

All students will be screened for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school pursuant to Education Code Section 49450 *et seq.*, as applicable to the grade levels served by the Charter School. GPS shall maintain student immunization, health examination, and health screening records on file.

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

Medication in School

GPS shall adhere to Education Code Section 49423 regarding administration of medication in school.

GPS shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014).

Blood-Borne Pathogens

GPS shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

GPS shall ensure that all staff members receive annual training on the school's health, safety, and emergency procedures, including but not limited to training on blood-borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Diabetes

GPS will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Drug Alcohol and Smoke-Free Environment

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

Facility Safety

GPS will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code, including provisions for seismic safety. GPS agrees to fire inspections to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times and in conjunction with the District (if at District facilities). We will acquire a Certificate of Occupancy before the start of school.

Emergency Preparedness

GPS shall adhere to an Emergency Preparedness Handbook drafted for the school. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, hostage situations, and heart attacks. GPS shall require that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.

GPS shall comply with applicable requirements of Education Code Section 49475 regarding concussions/head injuries with respect to any athletic program offered by or on behalf of the school.

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually.

ELEMENT 7: MEANS TO ACHIEVE 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 school district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

Overview

GPS will work with neighborhood associations and community groups to provide information about the availability of the charter school in the area. We will actively recruit students from traditionally underserved areas in order to enroll a student population that reflects the rich diversity in race, ethnicity, and economics, which exists in the Sacramento area.

GPS will serve approximately 600 students in grades K-8 at full enrollment. The school plans to maintain a waiting list to ensure the school will meet enrollment goals. It is the absolute goal of GPS to serve the general student population of Sacramento, and the school will strive to achieve a racial and ethnic balance that reflects the general population residing in the territorial jurisdiction of the Sacramento City School District, consistent with Education Code Section 47605(b)(5)(G).

GPS is committed to the mission of providing access to an excellent public education for students in the Sacramento community. In order to accomplish this mission, we realize the importance of strong community ties as well as the need to engage the community in partnership with the school. We believe that this comprehensive effort in support of the academic achievement of students will be an important component to our success. As such, the Founding Principal/CEO has already begun outreach to the community by participating in a diverse set of community events, holding meetings at local libraries, coffee shops, and community organizations. We have done phone banking and canvassing door-to-door in diverse neighborhoods to name a few examples. We continue to be strategically meeting with diverse parents. The Founding Principal/CEO has also completed community outreach and recruiting before, in his experience with Summit Tahoma in East San Jose, and plans to use many of the successful strategies he used then.

Outreach and Recruitment Plan

The Principal and other staff will be tasked with conducting public presentations (with appropriate translation and interpretation services provided, if necessary) to the community in an effort to gain awareness of GPS as a new public school option for Sacramento families. GPS leadership will present to rising kindergarten students and at local preschools and Head Start programs. GPS will provide presentations or collateral materials to organizations that serve preschool-aged youth like recreation centers and libraries. In addition, the school will do targeted outreach throughout the community through the faith based organizations, libraries, stores, restaurants, and markets in the area, and community-based organizations. The Principal may also have meetings or coffees with key community leaders in an effort to drive recruitment. GPS will make every effort to cast a wide net and meet with various community members to ensure a diverse school community.

GPS recognizes the need for our school in the Sacramento community. We additionally recognize that this school must absolutely be marketed to the entire SCUSD area. We further

recognize the challenges of recruiting students and families to a new school, particularly one that is not their “home” or “district” school or may be farther away than the school closest to their homes. We also recognize that charters are relatively unfamiliar to many families in the area and that the recruitment process will also be one of informing families about their various choices. As a result, we have thoughtfully considered and planned a strategic effort that will utilize our community and business relationships to reach any interested families in the area. We will address this recruitment process openly, transparently, and honestly in order to provide families with the information that they need to make a decision that best serves the needs of their individual children. Our recruitment plan began March 2016 and will remain consistent throughout or open enrollment period or until we have met our enrollment targets. This plan will be designed by the Board of Directors and executed by the Principal. The Board of Directors will hold the Principal responsible for implementing this plan, and the effectiveness of the plan will be determined by using school benchmarks as to the number of applications submitted per week.

GPS will engage in a variety of means and strategies to try to achieve a racially and ethnically diverse student population, including but not limited to the following:

Earned Media

Earned Media is one of the most effective strategies for garnering widespread attention to a charter school. GPS will utilize the experience and relationships of its founding team members to strategically get articles placed in local newspapers that focus on the innovative programs offered at GPS.

Social Media

GPS will also create a social media program including but not limited to Facebook, Twitter and other Web sites. Once the school opens, we will use these channels to communicate with families and the community as well as to drive recruitment.

Collateral Materials/Leave Behinds

Professionally designed brochures, flyers, and posters will showcase the benefits and opportunities that an education from GPS will provide. All materials will be created with the end-reader kept in mind and will be assured to make no false claims. These collateral materials will be printed in English, Spanish and other languages as necessary, and will be designed to demonstrate the diversity and cultural appreciation that occur at the school. All marketing material samples will be provided to the district upon request.

Open Houses

Several times each year, GPS will host community informational meetings, so that interested parents or community members can come and learn about the opportunities that will be provided by the school. Information for each of these open houses will be distributed to all current families and preschools, and via a concerted online and word of mouth grass roots strategy. Dates and times for the open houses will be set to maximize the number of parents that are able to attend. We will hold monthly and potentially weekly open houses until the school has reach its recruiting targets. Meetings will be held on weeknights and on weekends.

Each year GPS shall review its racial and ethnic balance and these policies to determine which policies and practices are the most effective in achieving a diverse student population, and will adjust accordingly.

ELEMENT 8: ADMISSION REQUIREMENTS

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

The Board of Directors, with the advice of the leadership of the Charter School, shall determine all policies, processes, and procedures governing application, admission, and enrollment at GPS. All students attending GPS must follow the application, admission, and enrollment policies of the Charter School.

The application packet for admission to GPS shall include information that allows students and parents to be informed about the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the Charter School. GPS will ensure that all application materials will reference these dates as well as provide complete information regarding application procedures, key dates, and admissions preferences and requirements consistent with approved charter.

The Board shall have the sole authority to determine the size and grade-level breakdown of the student body at GPS. The determination of school capacity shall be based on, among other things, 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.

Legal Assurances and Admission Criteria

As a non-sectarian, tuition-free public school, GPS will admit all grade-level eligible pupils who wish to attend up to the schools' capacity, within the minimum and maximum age requirements specified in applicable law in accordance with Education Code Section 47605(d)(2)(A). GPS will be a school of choice, and in compliance with Education Code Section 47605(f), no student will be required to attend GPS. GPS shall be open to all students at the appropriate grade levels who wish to attend. Admission eligibility will not be determined by the place of residence of a pupil, except as otherwise required by law. If the number of students who wish to attend GPS exceeds the Charter School's capacity, admission to GPS, except for existing students, shall be determined by public random drawing in accordance with the admission preferences specified below.

The only admission requirement is that students wishing to attend GPS must follow the Charter School's admission procedures with respect to completing applications, and enrollment forms and documents by the announced deadlines. Open application deadlines, which will normally be in the winter for admission the following August, shall be coordinated with local public schools to give students and their parents opportunity to consider the full range of educational opportunities available to them.

There shall be no admission testing or other evaluation required of any applicant. GPS shall not charge an application fee nor shall it charge tuition. GPS will not require any monetary or other contribution as a condition for application, admission, enrollment, or participation in any of the Charter School's required educational activities.

GPS shall be nonsectarian in its admission and enrollment policies and shall not discriminate against any student 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).

Public Random Drawing and Admission Preferences

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students who wish to attend GPS exceeds the Charter School's capacity, attendance, except for existing students, shall be determined by a public random drawing for each grade level conducted in advance of each academic semester. In accordance with Education Code Section 47605(d)(2), GPS shall offer admission preferences to the following students in the following order:

1. Existing students (exempt from the lottery)
2. Children of current GPS teachers and staff and founders of GPS (Founders have been identified and described in the Section I. Founding Group) (up to 10% of enrollment)
4. Siblings of currently enrolled students or graduates of GPS residing within the boundaries of the District
5. Siblings of currently enrolled students or graduates of GPS residing outside the boundaries of the District
6. Students who are enrolled in, or reside in the attendance boundaries of, the public elementary school where GPS is located (for purposes of the SB 740 Charter School Facility Grant Program)
7. Students residing within the boundaries of the District
8. All other students who wish to attend the Charter School

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the public random drawing. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waitlist carry over to the following school year.

Families who submitted completed application forms prior to the deadline will be notified in writing regarding the date, time, and location of the public lottery, and rules for the lottery process at least two weeks prior to the public random drawing date. Families do not have to be present to participate in the lottery. The lottery drawing will be held on the school grounds or in a public space large enough to accommodate all who are interested. GPS will ensure that the lottery process will be:

- ❖ Public, transparent, and fair
- ❖ Held in a public space large enough to accommodate all interested
- ❖ Facilitated by an uninterested party charged with conducting the process

Our extensive outreach and recruiting efforts will ensure that the applicants and those in the lottery will reflect the demographics of the District, including underserved populations. (Please see outreach and recruiting plan above in Element 7.)

Conditions of Enrollment

Upon admission to GPS, the registration process is comprised of the following:

- Completion of a student registration form;
- Proof of Immunization;
- Home Language Survey;
- Completion of Emergency Medical Information Form;
- Proof of minimum and maximum age requirements, e.g. birth certificate;
- Authorization for the school to request and receive from documents from the schools the student has attended or is currently attending;
- A copy of any existing Student Study Team (SST) evaluations and recommendations for the student shall be provided;
- A copy of any existing 504 or Individual Education Plan (IEP) for the student shall be provided.

Upon enrollment:

- Attend a family and student orientation prior to the start of school
- Sign a Commitment to Excellence

Admission tests will not be required; however, assessments may be administered following enrollment to determine individual instructional programs. These tests will serve as diagnostics of students' reading, writing and math skills.

Non-Discrimination

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

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

Homeless and Foster Youth

GPS shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. GPS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that GPS is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. GPS shall comply with all applicable provisions of Education Code sections 48850 – 48859.

Family Educational Rights and Privacy Act (FERPA)

GPS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

See Appendix Y. Community Outreach Flyer-English and Appendix Z. Community Outreach Flyer-Spanish.

ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDIT

*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)(l).*

An annual independent financial audit of the books and records of GPS will be conducted as required by Education Code Sections 47605(b)(5)(l) and 47605(m). The books and records of GPS will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

GPS will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA, an educational institution audit experience, and will be approved by the State Controller on its published list as an educational audit provider. The auditor will verify the accuracy of GPS' financial statements (including balance sheets, income statements, and cash flow statements), attendance and enrollment reporting practices, internal controls, and any other documents or systems required by law.

At the conclusion of the audit, the Principal and the financial services provider along with the Finance Committee (of the Board), if any, will review any audit exceptions or deficiencies, and report them to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. The annual audit should be completed within four months of the close of the fiscal year and a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December each year.

Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

The cost of the audit will be a fixed cost in the annual budget to ensure GPS is able to comply with this requirement.

ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES

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

GPS is committed to creating a safe, supportive and inclusive school environment using restorative practices in order to build a strong student and faculty culture, a community of mutual respect, and to reduce discipline referrals, suspensions and expulsions. GPS draws best practices from the International Institute for Restorative Practices and provides ongoing trainings on restorative practices to faculty throughout the school year.

In cases where suspension or expulsion are necessary, GPS will follow a comprehensive set of suspension and expulsion policies which are listed below. The policies will be printed and distributed as part of the school's Student/Parent Handbook and will clearly describe the Charter School's expectations regarding attendance, mutual respect, substance abuse, violence, safety, and work habits, and the policies and procedures for student discipline. Each student and his or her parent or guardian will be required to verify that they have reviewed and understand the policies prior to enrollment. These policies will provide all students with an opportunity for due process and will conform to applicable federal and state law regarding students with exceptional needs.

Suspension and Expulsion Procedures

Each student and his or her parent or guardian will be provided with a copy of the following discipline policies including suspension and expulsion and will be required to verify that they have reviewed and understand the policies prior to enrollment.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Growth Public Schools ("Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Such modifications may be made without the need to amend the charter so long as the amendments comport with legal requirements.

When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide safety for students, staff, and visitors to the Charter School and serves the best interests of the Charter School's pupils and their parents/guardians. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Principal's office.

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time, including, but not limited to:

- a. While on school grounds;
- b. While going to or coming from school;
- c. During the lunch period, whether on or off the school campus; or
- d. During, going to, or coming from a school-sponsored activity.

Suspension Offenses

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

- (h) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (i) Willfully used force of violence upon the person of another, except self-defense.
- (j) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- (k) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- (l) Committed or attempted to commit robbery or extortion.
- (m) Caused or attempted to cause damage to school property or private property.

- (n) Stole or attempted to steal school property or private property.
- (o) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- (p) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (q) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- (r) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- (s) Knowingly received stolen school property or private property.
- (t) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (u) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- (v) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (w) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (x) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- (y) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- (z) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- (aa) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (bb) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (cc) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or

attributes of an actual pupil other than the pupil who created the false profile.

- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (dd) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- (ee) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference must take place within two (2) school days of the suspension, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following

suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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

Student Work/Homework during Out-Of-School Suspension

Whenever possible, GPS tries to avoid assigning out-of-school suspensions to students. We do not believe that removing a student from the school community and denying them access to curriculum or instruction is aligned to our vision or is an appropriate strategy to redirect unwanted behaviors. As such, in-school suspension is more commonly assigned allowing students to not only complete assignments but also continue to receive instruction. When out-of-school suspensions must be assigned, GPS compiles a series of assignments (consistent with the daily hour requirements of independent study) that allows students to complete missing/incomplete assignments and practice previously taught skills. These assignments are turned in upon completion of the suspension.

Expellable Offenses

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

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Willfully used force of violence upon the person of another, except self-defense.
- (c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.

- (h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- (k) Knowingly received stolen school property or private property.
- (l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (m) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- (n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- (o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- (q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- (r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an

- intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- (u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1.) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2.) "Electronic Act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- (w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

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

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm. The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Authority to Expel

A student may be expelled either by the Charter School Board of Directors (or "Board") following a hearing before it, or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of the Charter School's disciplinary rules, which relate to the alleged violation
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/ or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to

the School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Procedures for the Consideration of Suspension and Expulsion of Students With Disabilities

1. Notification of SELPA (or District, if the Charter School is a School of the District for purposes of special education).

The School shall immediately notify the SELPA (or District, if applicable) and coordinate the procedures in this policy with the SELPA (or District) the discipline of any student with a disability or student who the School or SELPA (or District) would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a.) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement.
- b.) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior.
- c.) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
- d.) If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

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

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

- a.) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to the Charter School's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b.) The parent has requested an evaluation of the child.
- c.) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

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

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

Written Notice to Expel

The Principal or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- 1.) Notice of the specific offense committed by the student; and
- 2.) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

- 1) The student's name; and
- 2) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to the Authorizer upon request.

No Right to Appeal

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

Expelled Pupils/Alternative Education

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

Rehabilitation Plans

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

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Principal and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

ELEMENT 11: COMPENSATION AND BENEFITS 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 the federal social security. Education Code Section 47605(b)(5)(K).

GPS shall provide total compensation to employees that is competitive with other private and public schools in the Sacramento area for comparably qualified and experienced employees to ensure the successful recruitment of employees that enable the school to fulfill its mission and goals. Specific salaries and stipends shall be identified within the individual work agreements. The CEO, in consultation with the Board of Directors, will develop a salary band for the school. Administrative and staff salaries will be set at the discretion of the CEO based on the candidate's experience and responsibilities. The salary of the CEO will be set by the Board of Directors, to generally follow the same methods as for all other staff.

Benefits

Mandatory benefits such as workers compensation, unemployment insurance, Medicare and social security shall be provided by GPS, as well as life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement.

Retirement

GPS plans to provide all employees with a 403(b) retirement plan or similar to all employees, along with an employer match. All employees shall also participate in federal social security. GPS reserves the right to offer other retirement plans to employees, including but not limited to STRS, pursuant to policies that may be adopted by the Board of Directors. GPS will make all contributions that are legally required of the employer. Retirement reporting will be contracted out to a qualified service provider, however, the CEO will be responsible for ensuring that such retirement coverage is arranged for all employees.

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).

No student may be required to attend Growth Public Schools. Students who opt not to attend GPS may attend school district of residence schools or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of their district or county of residence. Parents or guardians of each pupil enrolled in GPS shall be informed on admissions forms that students have no right to admission in a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in GPS, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

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

No public school district employee shall be required to work at Growth Public Schools. All employees of GPS shall be considered the exclusive employees of Growth Public Schools and not any school district or the SCUSD unless otherwise mutually agreed in writing. Employees of the District who choose to leave the employment of the District to work at GPS and who later wish to return to the District will have no automatic rights of return to the District, and shall be treated the same as any other former District employee seeking reemployment in accordance with District policy, applicable law, and applicable bargaining agreements. GPS shall not have any authority to confer any rights to return on District employees. Sick or vacation leave or years of service credit at the SCUSD or any school district shall not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

A former employee of any school district shall have the following rights:

- Any rights upon leaving the employment of a local education agency to work in the Charter School that the local education agency may specify.
- Any rights of return to employment in a local education agency after employment in the Charter School as the local education agency may specify.
- Any other applicable rights upon leaving employment to work in the Charter School that are outlined in law.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

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

Growth Public Schools recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. Growth Public Schools is willing to consider changes to the process outlined below as suggested by the District. Should any section of this element pertaining to resolving disputes, be in conflict with District policies or desired protocols, then the charter is amenable to altering said areas through the Memorandum of Understanding process to be mutually agreed upon.

Growth Public Schools and the District will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Growth Public Schools and the District, Growth Public Schools staff, employees and Board members of Growth Public Schools and the District agree to first frame the issue in written format ("dispute statement") and to refer the issue to the District Superintendent and CEO of Growth Public Schools, or their respective designees. In the event that the District Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, Growth Public Schools requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the District to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District's ability to proceed with revocation in accordance with Education Code Section 47607.

The Superintendent and CEO, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five (5) business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent and the CEO, or their respective designees, and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the Superintendent and the CEO, or their respective designees, shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Superintendent and the CEO, or their respective designees. Mediation shall be held within sixty (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the District and Growth Public Schools. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and Growth Public Schools. No parties will make public comment during the dispute resolution process.

Internal Disputes

Growth Public Schools shall have an internal dispute resolution process to be used for all internal disputes related to Growth Public Schools' operations. Parents, students, Board members, volunteers, and staff at Growth Public Schools will be provided with a copy of Growth Public Schools' policies and internal dispute resolution process. The District will refer all disputes not related to a possible violation of the charter or law to Growth Public Schools.

ELEMENT 15: EMPLOYEE REPRESENTATION

Governing Law: The petition does not contain a declaration of whether or not the charter school shall be deemed the exclusive public school employer of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 [commencing with Section 3540] of division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(6).

Growth Public Schools declares it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act (“EERA”). GPS shall comply with the EERA.

ELEMENT 16: SCHOOL CLOSURE PROTOCOL

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the 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)(O).

Closure of the Growth Public Schools will be documented by official action of the Board of Directors. 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.

Growth Public Schools will promptly notify parents and students of Growth Public Schools, the District, the Sacramento County Office of Education, Growth Public Schools' SELPA, 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), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

Growth Public Schools will ensure that the notification to the parents and students of Growth Public Schools 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 Growth Public Schools.

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

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

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

As soon as reasonably practical, Growth Public Schools will prepare final financial records. Growth Public Schools will also have an independent audit completed within six months after closure. Growth Public Schools will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by Growth Public Schools and will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and

other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to Growth Public Schools.

Growth Public Schools will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of Growth Public Schools, all assets of Growth Public Schools, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending Growth Public Schools, remain the sole property of the nonprofit public benefit corporation and, upon the dissolution of the nonprofit public benefit corporation, shall be distributed in accordance with the Articles of Incorporation. Any assets acquired from the District or District property will be promptly returned upon Growth Public Schools' 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.

On closure, Growth Public Schools shall remain solely responsible for all liabilities arising from the operation of Growth Public Schools.

As Growth Public Schools will be operated by a nonprofit public benefit corporation under California law, should Growth Public Schools dissolve along with the Charter School, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget Narrative in **Appendix AA**, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

POTENTIAL CIVIL LIABILITY EFFECTS

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

GPS shall be operated by a California non-profit public benefit corporation, Growth Public Schools. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to the Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law. GPS shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of GPS.

Further, Growth Public Schools and the District shall enter into a memorandum of understanding, wherein GPS shall indemnify District for the actions of GPS under this charter.

The corporate bylaws of Growth Public Schools shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance that Growth Public Schools maintains for the operation of GPS.

The Board of Growth Public Schools will maintain and implement appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CHARTER TERM, RENEWAL AND REVOCATION

The term of this charter shall be for five years beginning July 1, 2017, and expiring on June 30, 2022. GPS will comply with all processes and timelines set forth by the District and state law for charter renewal.

Renewal of this charter petition shall be considered in accordance with Education Code Section 47607 and its implementing regulations.

The District may revoke the charter of GPS in accordance with Education Code Section 47607 and its implementing regulations.

SEVERABILITY

The terms of this charter are severable. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby. The District and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion in accordance with the dispute resolution procedures set forth in the charter.

INDEMNIFICATION

To the fullest extent permitted by the law, GPS does hereby agree, at its own expense, to indemnify, defend, and hold harmless the district and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses, including but not limited to attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to, this charter agreement, except for any such claims, damages, losses, and expenses, including but not limited to attorney's fees, that result from the actions or omission of actions of the district. GPS further agrees to the fullest extent permitted by law at its own expense to indemnify, defend, and hold harmless the district and the Board of Education and their members, officers, directors, agents, representatives, employees, and volunteers from and against any and all claims, damages, losses, and expenses, including but not limited to attorney's fees, brought by any person or entity whatsoever for claims damages, losses, and expenses arising from or relating to acts or omissions of acts committed by GPS and its officers, directors, employees, or volunteers, except for any such claims, damages, losses, and expenses, including but not limited to attorney's fees, that result from the actions or omission of actions of the district. Moreover, GPS agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts between GPS and its vendors, contractors, partners, or sponsors.

INSURANCE

GPS will acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of this size and nature for the operation of GPS. Currently, numerous California charter schools are covered by CharterSAFE, which offers comprehensive insurance to charter schools. It is GPS' intention to secure coverage with this provider, unless a more prudent option is discovered. The District Board of Education shall be named as an additional insured on all policies of GPS. Prior to opening, GPS will provide evidence of the above insurance coverage to the District.

GPS shall furnish to the District all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."

BUDGETS AND FINANCIAL REPORTING

Budgets

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).

See Appendix AA for Budget Narrative.

See Appendix BB. Miscellaneous Provisions.

See Appendix CC. Enrollment.

See Appendix DD. 5-Year Budget.

See Appendix EE. 5-Year Budget Staffing.

See Appendix FF. Cash Flows Years 1-3.

See Appendix GG.

Fiscal Autonomy

GPS will be a fiscally independent, directly funded charter school.

GPS will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.

The business philosophy of GPS is entrepreneurial and community-based. Every effort will be made to maximize revenue from all sources while maximizing the effectiveness of all expenditures through the utilization of a “do more with less” and “in the best interest of the students” test.

Budget Development

Budget development will begin each year immediately following the January announcement of the governor’s K-12 State Budget Proposals and be continually refined through the May Revise to the Final State Budget Act. Budgeted resources will always be consistent with GPS’ goals as identified by the Board. A year-end estimate of actuals and interim reports will be submitted as well.

The CEO shall submit an annual budget to the Board of Directors during the spring of each year.

In order to ensure the necessary oversight and review of mandated reports for which the authorizer must determine fiscal health and sustainability, GPS will adhere to the schedule created by the authorizer.

The CEO and financial services provider will review monthly cash flow statements and will present comprehensive budget updates to the Board at least four times each fiscal year. The CEO and Board of Directors will also recommend formal budget revisions as needed to ensure financial stability and adequate cash flow.

The Board will create formal policies regarding the deposit of funds, investment procedures, and internal financial controls. These policies shall ensure that the internal control mechanisms

address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, and budget development, financial reporting, property management and procurement. Financial records will be regularly maintained and a financial report prepared for every meeting of the Board of Directors.

Financial Reporting

GPS shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

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 Section 47605(g) will satisfy this requirement.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. 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, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. 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.

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

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

Attendance Accounting

GPS will utilize attendance accounting procedures that satisfy requirements for SCUSD, SCDOE, and CDE. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures as required by the District.

FACILITIES

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

GPS will operate within the boundaries of Sacramento City Unified School District. GPS wishes to be located close to the Rosemont portion of the District. This location is ideal for the student population the school seeks to serve. In the first year of operation, GPS will have the following facility needs:

- a facility with approximately 20,000 square feet
- GPS anticipates the first year will have a need for approximately 6-8 classrooms that can accommodate 28 students and 2 teachers
- one multiple purpose room
- 3-5 bathrooms
- private office space for special education
- an enclosed space for special education testing
- office space for teachers
- a conference room to seat approximately 20-25 adults
- office space for 3-5 administrators
- a lobby for parents and students to wait
- collaborative space for approximately 8-10 staff members
- an outdoor playground area
- a space to serve hot lunch
- server room with proper air conditioning

Additional needs

- a space for a photocopier and extra supply storage
- a space for locked cum file storage
- teacher mailboxes
- a reception desk with phone
- a common space that has book shelves for a library
- a space for laptop storage or desktop computer use
- space for family members to use computers

If GPS does not secure a private facility, GPS reserves the right to request a Proposition 39 facility from the District.

The site will secure a Certificate of Occupancy at least 45 days prior to the opening of the school or as otherwise agreed upon by GPS and the District.

If SCUSD facilities are used during the term of this charter, GPS shall abide by all SCUSD policies relating to Maintenance and Operations Services.

AUXILIARY SERVICES

Dependent on facility lease requirements, GPS will outsource maintenance/ custodial duties, including major repairs, pest control, janitorial services, and landscaping to vendors qualified to perform such functions. The school will conduct annual reviews to ensure all auxiliary services are safe and developing appropriate policies to ensure the safety of students, staff, and guests.

TRANSPORTATION

Except as may be required by an individualized education program (IEP) under the IDEA, or as otherwise required by law, GPS will not be responsible for the transportation of pupils to and from school.

FOOD SERVICES

We will contract with a provider for our students eligible for Federal Free and Reduced Lunch. The school will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement from the State.

ADMINISTRATIVE SERVICES

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

The CEO will assume the lead responsibility for financial matters at the school under the policies adopted and oversight provided by the school's Board of Directors. We anticipate contracting with a vendor for back office support. GPS will select a provider based on experience, comparative cost analysis with organizations that offer similar services, and customer satisfaction.

The CEO will work with the back office support provider/financial services provider to manage the school's financial operations. Contracted services may include, but are not limited to, budgeting, fiscal planning, vendor services, personnel and payroll, accounts payable, attendance tracking systems, completion and submission of compliance reports, and monitoring adherence to the charter process and laws. GPS and its contracted business services provider will employ all Generally Accepted Accounting Principles (GAAP).

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

CONCLUSION

The California Charter Schools Act of 1992 was created 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.

By authorizing this charter, the Sacramento City Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 and following the directive of law that encourages the creation of charter schools.

By approving this charter, the Sacramento City Unified School District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2017 through June 30, 2022.